



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

PRE-SERVICE AND IN-SERVICE ENGLISH TEACHERS' PERCEPTIONS OF
TESTING AND ASSESSMENT IN EFL CLASSES

Eylem Perihan KİBAR

Master's Thesis

Ankara, (2018)



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İNGİLİZCE ÖĞRETMENLERİ VE ÖĞRETMEN ADAYLARININ YABANCI DİL
İNGİLİZCE DERSLERİNDE ÖLÇME DEĞERLENDİRMEYE YÖNELİK ALGILARI

Eylem Perihan KİBAR

Master's Thesis

Ankara, (2018)

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis entitled "Pre-service and In-service English Teachers' Perceptions of Testing and Assessment in EFL Classes" has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** by the members of the Examining Committee.

Chair

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This is to certify that this thesis has been approved by the aforementioned examining committee members on 12/06/2018 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master's Thesis** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences on/...../.....

Prof. Dr. Ali Ekber ŞAHİN
Director of Graduate School of Educational Sciences

Abstract

Today, with the change in approaches and methods in language teaching, assessing language learners have undergone the similar process from behaviorist to communicative. Assessment in language classrooms is the best way to get knowledge about methods of teaching and the situation about students. The primary aim of the current research is to investigate the differences between the perceptions of pre-service and in-service English teachers of classroom based language assessment. Besides, the differences between groups of participants according to their backgrounds have been studied. A questionnaire consisted of 42 items was used in this study following a quantitative research design. 99 pre-service teachers from Hacettepe University and 40 in-service teachers in Ankara answered the questionnaire in 2017-2018 academic year. “Descriptive statistics” were used in order to see the difference between perceptions of teachers and teacher candidates and “correlation analyses” were conducted in order to see the relation between stages of classroom based assessment. Participants’ perceptions according to their background were analyzed through descriptive and inferential statistics. The findings of the study reveal that there is a significant difference between pre-service and in-service teachers’ perceptions of some stages of classroom based assessment. The groups have been found to have positive perceptions of classroom based assessment. While no difference has been found according to teacher candidates’ gender and GPA, teaching experience of teachers has been discovered to create a significant difference.

Keywords: language assessment, classroom based assessment, pre-service teachers, in-service teachers

Öz

Dil eğitimi alanında davranışçı yaklaşımdan iletişimsel bakış açısına doğru yönelen değişimden yabancı dilde ölçme değerlendirme süreçleri de aynı şekilde etkilenmiştir. Yabancı dil sınıflarında uygulanan ölçme değerlendirme süreçleri dil eğitiminin etkililiğini görmek ve öğrenci gelişimleri hakkında bilgi edinmek için en etkili yoldur. Bu çalışmanın başlıca amacı hizmet içi İngilizce öğretmenleri ve öğretmen adaylarının yabancı dilin sınıf içi ölçülmesi ile ilgili algıları arasındaki farklılıkları gözlemlemektir. Ayrıca, katılımcıların kişisel özelliklerinin algıları üzerindeki etkisi de araştırılmaktadır. Nicel araştırma modeli kullanılan çalışmada veri toplama aracı olarak 42 maddelik bir ölçek kullanılmıştır. 2017-2018 akademik yılında Hacettepe Üniversitesi'nden 99 öğretmen adayı ve Ankara'da çeşitli okullarda çalışan 40 öğretmen çalışmaya katılmışlardır. Öğretmen adayları ve öğretmenlerin algıları arasındaki farklılıkları incelemek amacı ile betimsel istatistikler kullanılmıştır. Sınıf içi ölçme değerlendirmenin basamakları arasındaki ilişki korelasyon analizleri ile incelenmiştir. Katılımcıların kişisel özelliklerine göre algılarının farklılıkları da betimsel istatistikler ile analiz edilmiştir. Çalışmanın bulguları öğretmenler ve öğretmen adaylarının algılarının bazı basamaklarda farklılık gösterdiğini ortaya koymuştur. Katılımcıların sınıf içi ölçme değerlendirme süreçlerine yönelik algılarının olumlu olduğu görülmüştür. Öğretmen adaylarının cinsiyetleri ve genel not ortalamalarını algıları üzerinde etkisi olmadığı görülürken, öğretmenlerin tecrübelerinin sınıf içi değerlendirmenin bazı aşamaları üzerinde farklılık yarattığı bulunmuştur.

Anahtar sözcükler: yabancı dilde ölçme değerlendirme, sınıf içi ölçme değerlendirme, öğretmen adayları, hizmet içi öğretmenler



To my mother in heaven

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Symbols and Abbreviations

EFL: English as a Foreign Language

ELT: English Language Teaching

L2: Second/Foreign language

CEFR: Common European Framework of Reference

CBA: Classroom Based Assessment



Chapter 1

Introduction

Introduction

In this very first chapter, firstly the problem will be introduced. It will be followed by significance of the study and research questions. After that assumptions and limitations will be presented. Last part of the chapter is given to definitions of some terminology used in this study.

Background of the Study

Assessment is a natural component of teaching/learning process. During years, the change in the way of teaching a language has affected the way we assess our students (Richards & Rodgers, 2014). With the impact of changes towards humanism, more-students centered and formative assessment applications have been started to use. Heaton (1990) groups the evolution of assessment into four; prescientific stage, psychometric-structuralist approach, psycholinguistic-sociolinguistic approach and communicative approach. The first stage can be associated to behaviorism and Grammar Translation Method (Richards & Rodgers, 2014) where memorization of words and structures are emphasized. Similarly, second stage, in which mastery of skills are the focus of assessment, can be related to the first stage. The third approach promotes teaching and assessing skills in an integrated way and in context, and the last approach is focused on using language in real context. Nowadays, it can be stated that psycholinguistic-sociolinguistic and communicative approaches are advocated by educators.

In Turkey, the curriculum of language teaching has been designed following Common European Framework of Reference (CEFR) since 2006. CEFR adopts an action-oriented approach, in it language users are social agents (CoE, 2001). Implementation of CEFR in the curriculum of Ministry of National Education will be presented in chapter 2.

Following the curriculum prepared according to the principles and descriptors of CEFR, language teachers have to adopt a sociolinguistic and communicative approach for their classrooms. Nonetheless, the reality of national

exams in Turkey hinders teachers from preparing their own assessment tools. That's why, they tend to use ready-made multiple choice test to assess their students with intent to prepare them for these central exams.

Statement of the Problem

In language classrooms, the role of teachers is highly important because they are the people who best know their students' academic background and needs, and they continuously interact with them to support progress and to be sure the students to maintain their achievement. In order both to observe students' progress and achievement and also to help them study further, language teachers carry out assessment practices in their classes. However, the importance of the assessment tools constructed and administered by teachers is underestimated. Moreover, in the field of English language teaching, few studies on classroom based language assessment have been administered in Turkey.

In Turkey, where a test-driven system dominates the education in all levels, classroom based assessment is ignored. Students are accepted for high schools and universities according to their achievement in some central exams conducted by Ministry of National Education (MoNE) and Measuring, Selection and Placement Center (ÖSYM). While the focus is on students' achievement in such exams, classroom based assessment is ignored by school principals, teachers, students, and students' parents. Teachers' assessment practices in the classroom are not regarded as important, although these help students to learn the language rather than giving them clues to pass an exam.

Aim and Significance of the Study

As McNamara (2000) points out, the nature of assessment has changed over years to become more humanistic and to focus more on the achievement of the individuals rather than inabilities. Since classroom-based assessment is a relatively new study area in the field of language teaching, there is still a gap in the literature. The purpose of the study, then, is to investigate the differences between the perceptions of pre-service and in-service English teachers of testing and assessment in English as a foreign language class. The differences between groups of students in terms of gender and grade-point average, and between

teachers in terms of gender, years of experience, sources of their assessment practices and type of school they are employed will be examined in the study.

This study will provide valuable contribution to the field of English language education in the context of Turkey because of the limited number of research previously conducted. No study investigating the teacher candidates' perception of classroom based assessment was found in the literature. Moreover, a limited number of studies regarding classroom based assessment conducted with teachers were noticed. It is very important to learn the perceptions of prospective teachers, who will be in charge of language classrooms in following years, on classroom based language assessment. Through a well-planned and conducted study, teacher candidates can be educated to be more aware of their responsibilities in language teaching process.

Research Questions

Specifically aiming to highlight the differences between the perceptions of in-service and pre-service English teachers on testing and assessment in language classrooms of English as a foreign language, this study seeks answers for the following questions:

1. What are the overall perceptions of English language teacher candidates and teachers on classroom-based language assessment?
2. Is there any significant difference between the perceptions of pre-service and in-service teachers of English on testing and assessment in EFL classes?
3. Is there any correlation between teacher candidates' perception of four stages of classroom based language assessment?
4. Is there any correlation between teachers' perception of four stages of classroom based language assessment?
5. Is there any significant difference between the groups of prospective teachers in terms of gender and GPA?

6. Is there any significant difference between the groups of in-service English language teachers in terms of their gender, type of school that they work, years of experience, and assessment sources they use?

Assumptions

The assumptions of the study can be stated as follows:

1. All the teachers and teacher candidates participated in the study voluntarily.
2. The answers given by the participants to the questionnaire are objective.
3. Teacher candidates from Hacettepe University and teachers from the state and private schools in Ankara represent the majority of the pre-service and in-service teachers of English from all over Turkey.

Limitations

Limitations of the study are:

1. The data of the study are limited to the responses to the items in the questionnaire.
2. Participants are limited to 99 pre-service teachers from Hacettepe University English Language Teaching Department and 40 in-service teachers from Ankara.
3. The study is limited to 2017-2018 academic/school year.

Definitions

Assessment. According to Brown and Abeywickrama assessment is “an ongoing process that encompasses a wide range of methodological techniques” (2012, p. 3).

Test. It is “the genre of assessment techniques” (Brown & Abeywickrama, 2012, p.3). It is an instrument for assessing students’ achievement.

Formative assessment. Gipps defines formative assessment as practices made during class hours to “feed back into the teaching/learning process” (1994, vii).

Chapter 2

Literature Review

Introduction

In order to contribute to better understanding of the results of this current study, in this chapter, the key concepts of assessment are discussed. First of all, development of language assessment in time is emphasized followed by language education and assessment in Turkey. Two main assessment types as formative and summative assessment is specified as they are closely related to the practices of the teachers in language classrooms. After that, characteristics and stages of classroom based assessment are specified followed by the principles of language assessment and their implementation in classroom-based assessment. This chapter is concluded with the studies of classroom based assessment of English in the world and especially in Turkey.

Language Assessment

Language teaching have started to be discussed in educational field from the beginning of twentieth century, and since then many dynamic changes have been observed due to the development of theoretical changes in both the nature of language and language learning (Richards & Rodgers, 2014). These developments have affected the way language assessment is conducted besides teaching the language. The development of language testing is usually grouped into four. The first one is essay-translation approach which is commonly called as prescientific stage of testing (Heaton, 1990). Test-takers in such tests do not require having special language abilities; essay writing, translation and grammar activities are the typical exam questions (Heaton, 1990). Second stage is based on psychometric-structuralist approach which suggests that through systematic acquisition of set of habits language learning is actualized (Heaton, 1990). The aim of a test is the mastery of vocabulary, grammar and writing skills separately. This approach was influenced by audio-lingual method and contrastive analysis hypothesis. Psycholinguistic-sociolinguistic approach to language assessment is also referred to integrative approach which advocates that skills should be taught and correlatively assessed in an integrated way, and the meaningful presentation

of language in a context. Finally, the last approach to language assessment is communicative approach mainly concerned about how language is used communicatively and strategic competence is given importance.

In Turkey, language teaching curriculum was adapted following the language policies of European Union in 2006, and the curriculum was arranged according to the levels of Common European Framework References of Languages (CEFR) and qualities of language teaching was described according to CEFR (Çetintaş, 2010). It led to changes in language assessment, introducing language passport and accordingly self-assessment for the first time. The latest English language curriculum of Ministry of Education (MoNE) in Turkey was also prepared by following the principles and descriptors of CEFR (CoE, 2001) which emphasizes different types of assessment techniques, mostly alternative, process-based and self-assessment (2018a, 2018b). Course books of grades 2-8 include list of achievements in each unit for students to evaluate their own learning. Besides process oriented assessment, students are also assessed through formal written and oral exams, homework and projects. English language education starts at grade 2 in state schools. During first two years, the aim is to get students familiar with the target language, and to get them have positive attitudes towards language. Formative and summative assessment practices are offered at 4th grade, and these are designed to cover all four skills. The curriculum offers tests to have consistency with the objectives of the course, and to have positive washback for the students. For high schools, it is recommended by the curriculum that assessment tasks should be communicative no matter what type is used. Assessment of integrated skills is emphasized at grades 9th-12th, especially it is recommended to give importance to speaking for the maintenance of communicative purposes. In order to prevent memorization, teachers are suggested to carry out productive assessment in the classroom. Communicative aspects of English language curriculum in high school also require feedback from peers and teachers as well as self-reflection by the student's himself/herself upon his/her own learning.

Formative assessment. In language classrooms, the teacher, being also an assessor, is the one who knows best every one of the learners and who can make judgmental evaluation of their abilities (Fulcher & Davidson, 2007).

Interacting with each learner, the teacher, whose ultimate desire is to provide better teaching and more efficient learning environment, aims to assess the learner's ongoing development and to decide further steps for improving the ability of the learners (Fulcher & Davidson, 2007). Formative assessment, as Brookhart (2003) suggested, is a part of such learning process in the classroom (p.7). Similarly, according to Brown and Abeywickrama (2012) formative assessment is "evaluating students in the process of "forming" their competencies and skills with the goal of helping them to continue that growth process" (p. 7).

Although they do not exactly refer to the same process, formative assessment is also named as assessment for learning (AFL) in some educational milieu. Öz (2014, p.775). stated that assessment for learning "integrates assessment into instruction as an ongoing process, where teacher uses assessment information to make adjustments in their instructional endeavors and resources". While teachers conducting assessment for learning, they apply assessment which covers previously determined adjectives and these practices continue throughout the semester or period (Gonzales & Aliponga, 2012).

Using the results of formative assessment as a feedback tool, teachers can enhance students to improve their performances (Gipps, 1994; Saito & Inoi, 2017). Clark (2011) asserted that formative feedback is actualized when students are provided with questions that lead them to think deeper on their performances, and when they are guided to become aware of their own learning. Formative assessment has a positive impact on students' learning. As Black and William (1998) stated, formative assessment, which gives students supportive feedback improves their learning. The feedback which is mostly used for formative purposes is learning feedback that provides guidance for students to improve and engage them in the process of learning (Berry, 2008). When students are provided with interactive feedback instead of getting letter grades or numerical scores for their achievement, they are more likely to have positive washback (Brown & Abeywickrama, 2012) which will be discussed in following chapters.

Curriculum of first and secondary schools in Turkey suggests that formative assessment in the classroom can be implemented by asking students to summarize main points of the course at the end of the lesson or to design a poster about the current course (MoNe, 2018a).

Summative assessment. Summative assessment, as Brown and Abeywickrama (2012, p.7) explained, “aims to measure, or summarize, what a student has grasped and typically occurs at the end of course or unit of instruction”. However, summative assessment does not necessarily occur at the end of semester; during the course assessment can also be made for summative or grading purposes (Gipps, 1994). The purpose of summative assessment is to report the achievement of students on specific tests or examinations at a particular time as well as summation of students’ success until that reporting date (Harlen, 2007). Thus, it has feed out function which treats grades of students as the sign of their performances (Knight, 2002).

It is suggested by the MoNE that summative assessment practices should be in line with the objectives of the curriculum, and preparing a visual dictionary throughout the term and paper based exams are among summative assessment techniques (MoNE, 2018a).

Classroom Based Assessment of English as a Foreign Language

Language assessment is an inseparable part of language learning and teaching process, thus it is also natural to administer assessment in the classroom. However, growing testing industry and examination systems of countries put classroom based assessment of language in shade.

The context of the classroom where students are learners and the teachers have many roles as language source, facilitator, and assessor is the main difference between large-scale exams and classroom based assessment (Fulcher & Davidson, 2007). Unlike large-scale exams, classroom is a social context where learners interact with each other and their teacher, and the students’ involvement in the course may have effect on their assessment. The biggest problem and the reason why teachers have difficulty in designing their own assessment tools in language classroom is “to take the principles from large-scale assessment and apply these directly to what is done in the classroom” (Fulcher & Davidson, 2007, p. 24). Validity and reliability of a test prepared by the teacher and given to students are likely to be affected by classroom atmosphere, students themselves or other external or internal factors which will be specified on following pages.

Large-scale assessments are seldom used for formative purposes aiming to shape students' learning (Shepard, 2001), while interaction of teachers with their students makes classroom based assessment formative because teachers tend to assess their students continually. Classroom assessment practices that are designed to facilitate learning are formative by their nature (Saito & Inoi, 2017). As a result of continuous assessment, students get feedback from various sources to help them promote their learning.

The assessment in the classroom is criterion-referenced as the teacher and students "negotiate what constitutes successful task completion and successful learning" (Fulcher & Davidson, 2007, p. 28). Unlike large-scale exams which aims to rank students in an order, the purpose of classroom assessment is to help students learn and actively participate in their own evaluation processes (Shepard, 2001).

Stages of classroom based assessment. Teachers' beliefs and actions at each stage of classroom assessment could be a reflection of their personal principles (Shim, 2009). Rea-Dickins (2001) determined stages of classroom based assessment as a result of her observation of teachers and investigating the related literature and studies of Hall *et al.* and Clarke. The first stage is 'planning' where teachers decide the type of the assessment, the purposes, and the objectives to be met (Rea-Dickins, 2001). In the implementation stage, which is the stage 2, assessment tool is introduced to the learners and after the test students get immediate feedback (Rea-Dickins, 2001). Monitoring, the third stage in classroom based assessment, involves the interpretation of exam results and teachers' self-evaluation of their teaching processes (Rea-Dickins, 2001). At the last stage, the results of the exams are compared to the objectives of the curriculum and evaluated (Rea-Dickins, 2001).

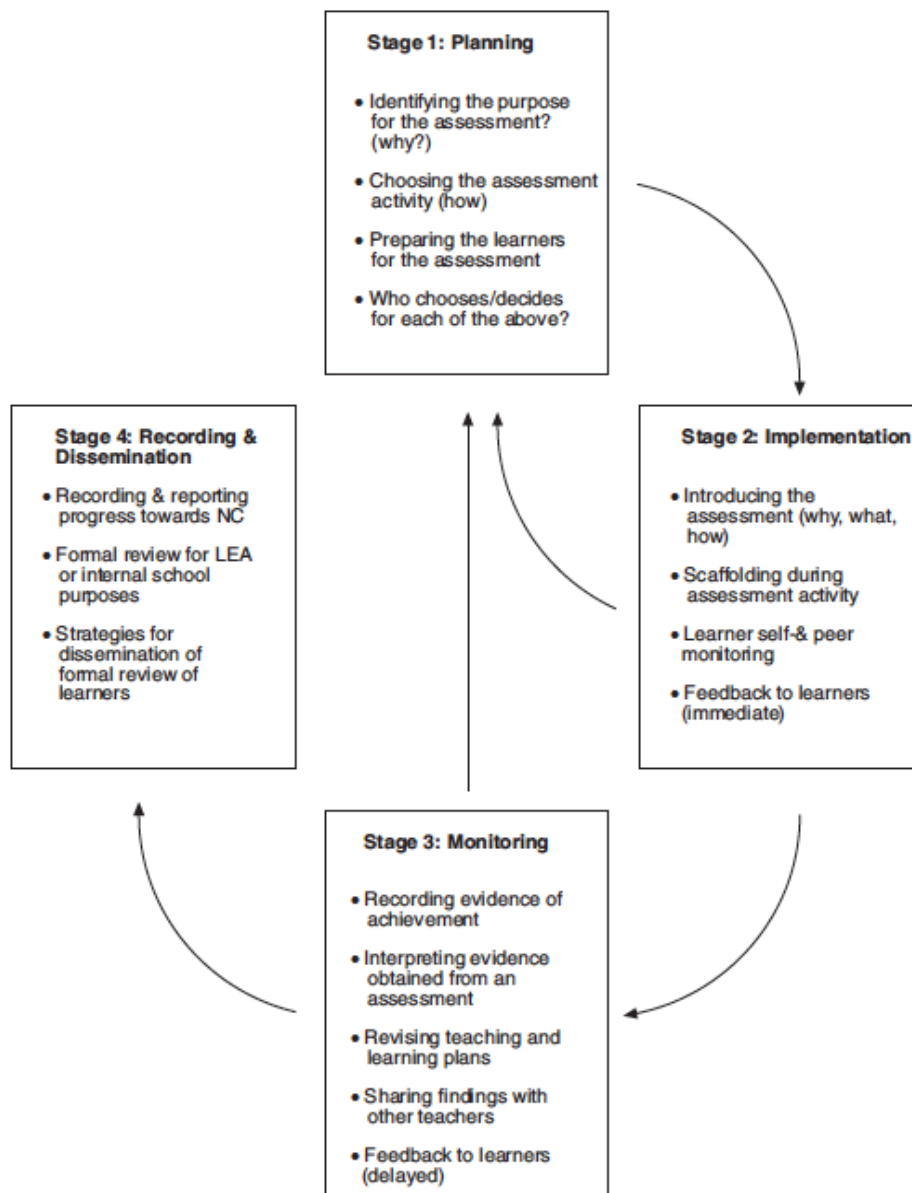


Figure 1. Stages and strategies in classroom based assessment (Rea-Dickins, 2001)

Principles of Language Assessment

Language testing should be thoroughly understood within its theoretical framework besides the application itself. Principles of language assessment, in other words, cornerstones of language testing should be scrutinized before they are applied to formal tests.

Validity. A test that has validity, which is the central and most important concept in testing and assessment (Brown & Abeywickrama, 2012; Fulcher &

Davidson, 2007), “measures accurately what it is intended to measure” (Hughes, 1989, p.22). Chapelle (1999) reviews the previous definitions of validity and puts forward that the conceptions of validity have changed over time from being a characteristics of a test to being an “argument concerning test interpretation and use...” (p.258). There are five types of validity such as content, criterion-related, construct, consequential and face validity.

For a test to have content validity, it “should be so constructed as to contain a representative sample of the course, the relationship between the test items and the course objectives always being apparent” (Heaton, 1990, p.160). A test should cover all or most of the objectives of the course to have content validity. Moreover, it is important to prepare the test items parallel to the aim of the test. For example, if the teacher wants to assess students’ speaking ability, then she/he cannot present multiple choice questions based on reading skills (Brown & Abeywickrama, 2012).

Criterion-related validity is concerned about “the extent to which the “criterion” of the test has been reached” (Brown & Abeywickrama, 2012, p. 31). It should be noted that, students’ performances, which they carry out outside the testing context, can also be referred as criterion besides the predictions that the teacher makes about future performances of students (Shepard, 1993).

Construct validity is discussed when an assessment tool measures the language specifics by following the rules of a theory of language learning and teaching (Heaton, 1990). In the field of language studies, there is a theoretical framework for each subject area which constitutes construct validity (Brown & Abeywickrama, 2012).

Consequential validity, according to Brown and Abeywickrama (2012), involves the results of the test and the effects on test takers and society. This type of validity was termed as impact by Bachman and Palmer (1996) and can be grouped into two as micro level impact (on individuals) and macro level impact (on society and educational context).

Face validity requires a test to look well-designed and appear to measure the intended knowledge or abilities (Brown & Abeywickrama, 2012; Coombe, False

& Hubley, 2007), and the test should be accepted by test-takers and authorities (Hughes, 1989).

Validity in classroom based assessment. Being aware of the principles of assessment, teachers employ, either intentionally or unintentionally, these standards in their assessment practices in language classrooms. In order to make their tests have validity, teachers should give importance to “quantify and balance the test components, assigning a certain value to indicate the importance of each component in relation to the other components in the test” (Heaton, 1990, p.161).

Unlike large-scale test which lacks construct validity because of their limitations to certain numbers of language domains, classroom based assessment of languages can usually possess construct validity (Brown & Abeywickrama, 2012). When the aim of the teacher is to test oral proficiency of students in a language classroom, then the evaluation rubric for the test should include fluency, accuracy, pronunciation, grammar and other properties of speaking skill. That way, it can be ensured that the test have construct validity. If the aim is to measure pronunciation, students should speak to reach that aim and to ensure face validity (Hughes, 1989).

Reliability. A reliable test offers the similar results when it is applied on different occasions to the same test-takers (Brown & Abeywickrama, 2012; Coombe, False & Hubley, 2007; Heaton, 1990). Reliability of a test is discussed when the same group takes the test in two different settings and times; and when two forms of a test are used interchangeably (Bachman & Palmer, 1996). For the first scenario, test takers are expected to get similar results, and for the latter both of the tests should give similar results (Coombe, False & Hubley, 2007; Heaton, 1990). The concept of reliability can be divided into four main types; student-related reliability, rater reliability, test administration reliability and test reliability.

Student-related reliability is hindered when students are temporarily ill, exhausted, or suffered from physical and psychological factors (Brown & Abeywickrama, 2012).

There should be a consistency of marking of a test to ensure reliability. This kind of reliability is related to scorers; “agreement between raters on the same

assessment task is inter-rater reliability; agreement of the same rater's judgments on different occasions is intra-rater reliability" (Gipps, 1994, p.67).

While administering the test, some kinds of unreliability may occur because of the problems such as conditions of the exam hall -light, temperature, desks and chairs-, outside noises and photocopying, and those problems affect test administration adversely (Brown & Abeywickrama, 2012).

The test, itself, also possesses reliability which increases when the number of the items is increased, and when the items have equal difficulty (Fulcher & Davidson, 2007).

Reliability in classroom based assessment. Teacher in the classroom can assure the test have reliability by providing clear and equally difficult test items, by arranging the classroom conditions convenient for test-takers, and by making sure that the test materials have the same quality for every test-takers (Brown & Abeywickrama, 2012). In addition, to prevent unreliability caused by rater-related fluctuations teachers can take precautions. They can prepare a rubric for evaluation of productive language skills, set criteria and scoring rubric for correct answers, and follow these while assessing their students.

Washback. As a part of consequential validity, the term 'washback' is "the impact that tests have on teaching and learning" (Alderson & Banarjee, 2001, p.213). Alderson and Wall (1993) stated that the effects of a test can be seen on teaching, what and how teachers teach, and learning, what and how learners learn (as cited in Fulcher & Davidson, 2007, p. 227). In test-driven education systems, washback effect of language tests is generally negative because such systems prompt learners to memorize test techniques rather than learning the language itself (Alderson & Wall, 1993, as cited in Brown & Abeywickrama, 2012, p. 37). On the other hand, according to Davies (1985) a creative test may bring about positive changes in syllabus, which gives the test the role of being a leader (as cited in Cheng & Curtis, 2004, pp.10-11). By its nature, washback is more formative than summative and it provides feedback to the learners to enhance their language learning (Brown & Abeywickrama, 2012).

Issue of washback in classroom based assessment. In large scale exams, washback effect is usually negative because students usually focus on

getting an acceptable grade rather than learning the language. On the contrary, washback in classroom based language assessment is positive providing opportunities for teachers to learn about their students' strengths and weaknesses and the effects of assessment on students' learning experiences. Teachers should praise students' achievement and constructive criticism for their weaknesses rather than giving a single grade or score on their exams (Brown & Abeywickrama, 2012).

Related Studies

Among the study fields of English language teaching, language assessment is less recognized than other fields such as material development and methodology (Shim, 2009). The very few studies will be presented here.

Dixon and Williams (2003) conducted a research with 40 teachers on their understandings of formative assessment. Findings revealed that teachers could explain formative assessment in theory; however, they had problems in practicing formative assessment in their classes. They gave feedback on students' writings by conferencing with them; teachers helped students evaluate themselves; and observing their students made teachers be aware of their own teaching practices. Teachers also indicated that they could plan their teaching and further assessment practices when they knew their students' backgrounds, personalities and achievements. Teachers admitted that they had concerns about students' developmental stages of oral skills, because of that they could not reach judgmental decisions about the assessment information of students' oral skill.

Shim (2009) made his research with Korean English teachers using a questionnaire based on the stages of classroom based assessment which Rea-Dickins specified (2001). His aim was to find out teachers' principles and practices of classroom based language assessment. For each stage, Korean teachers were asked to indicate their perceptions on classroom based assessment and their own assessment practices in the classroom. The results of the study showed that most of the teachers have a defined purpose, mostly educational, while planning their assessment practices; however, some teachers have concern about administrative purposes. In order to be sure about the success of a student, teachers indicated that they carried out several assessments, which is a sign of the reliability of

teachers' assessment. According to the results, it could be stated that teachers were confident about their assessment, and they used the results of their assessment practices to revise their teaching.

Gönen (2013) studied with English language lecturers in schools of foreign languages by using the scale developed by Shim (2009) and some interview questions. The results of his study showed that lecturers have definite knowledge towards the purpose and planning of classroom based assessment of the language (Gönen, 2013). Participants were aware of the close relationship between assessment and students' learning; in order to make assessment meaningful for students they gave importance to the feedback but after implementing the assessment practice. Lastly, after the assessment, lecturers indicated that they were usually satisfied with the results and used the information got from their testing implementation to ensure that learning occurred.

In their study with English language instructors Özdemir-Yilmazer & Özkan (2017) investigated the assessment practices of instructors and made a comparison between the practices used in state and private universities; between them no significant difference was detected. It was found that the purpose of the assessment is student-centered and instructors had concern about the feelings of students while they giving verbal and written feedback. The results also showed that the instructors used ready-made tests from the textbooks or prepared by the testing office which may be an indicator of the influence of the institutions or proficiency exams. Finally, grammar was found to be dominant in teachers' preference in the assessment of skills.

Studies which indirectly related to the topic are also found in the literature. Zhang and Burry-Stock (2003) studied with 297 teachers on their assessment practices in classroom through a questionnaire. The teachers differed in their answers according to their teaching levels. Secondary school teachers mostly used paper-based exams while teachers in elementary schools tend to use performance-based assessment. The subject taught had also an effect on the choice of assessment type. They identified that teachers' knowledge in assessment effected their assessment skills in the classroom, and that might help inexperienced teachers thanks to their university courses in measurement and evaluation.

Büyükkarcı (2010) conducted his study on the effect of formative assessment on freshman students' test anxiety in ELT department at a state university. He used a mixed method research design with an experimental group and a control group. He found out that formative assessment had an impact in decreasing test anxiety; however, the students still preferred traditional assessment which may result from their high school years.

In his study with English Language Teacher candidates on their assessment literacy, Yetkin (2015) revealed that teacher candidates believed the formative effect of assessment on both students and teachers. The participants were found to be aware of purpose, procedure and strategies of classroom assessment. The participants thought that their undergraduate courses in assessment would help them understand the classroom assessment process; however, they needed training in some of the assessment techniques like observation and performance assessment especially for young learners' classrooms.

Yetkin (2018) studied with 204 pre-service English language teachers on their conception of assessment through a quantitative design at a state university in Turkey. In his study, no significant difference was found according to the participants' gender, English learning experience, age and GPA.

Conclusion

Studies related to classroom based language assessment show that teachers give importance to feedback to promote learning of students and to develop their own teaching practices. Assessment results are used in order to evaluate the output of teaching and learning process and to be sure if the learning outcomes are achieved. However, little or no studies have been conducted with teacher candidates who will be future teachers and assessors of language in the classroom.

Chapter 3

Methodology

Introduction

The ultimate aim of this study is to find out the differences between the perceptions of English language teachers and teacher candidates on classroom based assessment of English as a foreign language. In order to answer research questions, quantitative method is employed. In this chapter of the study, research design of the study, settings and participants, data collection instruments and procedure will be covered besides statistical data analysis to be adopted.

Research Design of the Study

Focusing primarily on English language teachers' and teacher candidates' perception of classroom based language assessment, this study utilizes quantitative research method which is "a very structured approach; in it competing explanations must be formulated in terms of the relationship between variables" (Miller & Brewer, 2003, p.192). Survey research and experimental designs are sub-categories of quantitative research; the first is used in the current study. Numerical data are gathered for the interpretation of phenomena in that research method (Sukamolson, 2007). With its results which can be generalized for larger groups, quantitative research design is advantageous. It mostly offers unbiased, reliable and objective data. Quantitative research methods try to test or verify theories using close-ended questions to obtain numerical data at the end of the data collection procedure (Creswell, 2014).

Settings and Participants

This study aims to scrutinize the difference between English language teachers and teacher candidates' perceptions of classroom based assessment of English. The current study conducted both at the schools of Ministry of National Education in Ankara and English Language Teaching Program, Faculty of Education, Hacettepe University, Ankara Turkey. There are 1621 schools (637 primary schools, 574 secondary schools and 401 high schools) of Ministry of National Education in Ankara (MoNE, 2017). 13 of these schools were chosen according to their accessibility for the researcher, permissions of principals and willingness of English language teachers employed in those schools to participate in the study. 40 English language teachers voluntarily participated in the study and answered the questionnaire.

English Language Teaching Program at Hacettepe University was founded in 1982. The department offers undergraduate, graduate and postgraduate programs to train teachers to work in all levels of education. Besides pedagogical content and language teaching courses, linguistics, literature and culture are among the fields that the program covers. In 2017-2018 academic year, 471 students enrolled in English Language Teaching program. For this study, 4th year teacher candidates (N=109) (147 pre-service teachers are enrolled in 4th grade but 109 of them has been taken the course Measurement and Evaluation in Foreign Language) were chosen as participants, because they all completed Measurement and Evaluation besides most of the teaching courses. 99 teacher candidates voluntarily participated in the study.

Table 1

Pre-Service Teachers Participated in the Study Distributed to Their Gender

Gender	Frequency	Percent	Cumulative Percent
Female	70	70.7	70.7
Male	29	29.3	100.0
Total	99	100.0	

Table 1 indicates that female students (N=70) outnumber male students (N=29) with the percentage of 70.7 %, which is a general situation in the department that has more female students than the males.

Table 2

GPA of the Pre-Service English Teachers Participated in the Study

GPA	Frequency	Percent	Cumulative Percent
High	43	43.4	43.4
Low	54	54.5	100.0
Total	97	100.0	

GPA of teacher candidates were grouped into two as low (between 1,00 and 3,40) and high (between 3,41 and 4,00). The table 2 shows that 43.4 % of the participants ($N=43$) have high GPA, while 54.5 % of them have low GPA ($N=54$).

Table 3

Background of In-Service Teachers Participated in the Study

		Frequency	Percent	Cumulative Percent
Gender	Female	28	70.0	100.0
	Male	12	30.0	
	Total	40	100.0	
age	Less than 25	5	12.5	100.0
	26-30 years	20	50.0	
	31-35 years	12	30.0	
	More than 36 years	3	7.5	
	Total	40	100.0	
experience	0-5 years	18	45.0	100.0
	6-10 years	12	30.0	
	More than 10 years	10	25.0	
	Total	40	100.0	
	primary	6	15.0	100.0
School type	secondary	15	37.5	
	High school	19	47.5	
	Total	40	100.0	

As Table 3 shows, 70 % of English language teachers participated in the study are female ($N=28$) and 30 % of them are male ($N=12$). Half of the English teachers in this study ($N=20$) are between the ages of 26 and 30, while 30 % of them are between the ages of 31-35. There are 3 English teachers (7.5 %) who are older than 36 years old, and 12.5 % of the teachers ($N=5$) are younger than 25 years old. In this study, most of the teachers are novice ($N=18$, 45 %), and 25 % of them ($N=10$) have more than 10 years-experience. Lastly, 15 % teachers ($N=6$)

are employed at primary schools, 15 of them work at secondary school (37.5 %) and the rest 47.5 % of them ($N= 19$) work at high schools.

Data Collection Instrument

For this current study, a questionnaire prepared by Shim (2009) was used. Questionnaires are used for collecting data from large groups of participants, and beliefs, perceptions, factual information can be gathered through questionnaires (Mackey & Gass, 2005). They can be grouped into two as open-ended and close-ended according to the type of their questions. Open-ended questionnaires require the participants write their feelings, ideas or perceptions in a few words or sentences (Ekiz, 2009). These tools provide in-depth data for the researcher; however, it can be difficult to analyze and interpret the data (Best & Kahn, 2006). Close-ended items are “easy to fill out, take little time, keep the respondent on the subject, are relatively objective, and are fairly easy to tabulate and analyze” (Best & Kahn, 2006, p.314). Questionnaires are advantageous to administer because it is possible to collect data from large group of participants in a short period of time, that’s why, it is economical and practical (Mackey & Gass, 2005). Administering questionnaires through e-mail may be useful since it is time efficient and economical; however, participants may not return their answers (Best & Kahn, 2006). To ensure the reliability and validity of the questionnaires, they should have moderate amount of items; items should be worded clearly; and the organization of the tool should be neat (Best & Kahn, 2006).

The original questionnaire developed by Shim (2009) consists of 4 main parts. First part asks about the personal information of the participants, while part 2 includes two open-ended questions about classroom based assessment. Part 3 involves 2 main parts; Part 3-1 requires the participants answer items related to their working principles, while the items in Part 3-2 are about participants’ practice reflecting these principles. In this study, Part 3-2 was not used because pre-

service teachers do not have any experience in teaching. Part 4 was only presented to in-service teachers to gather data about the validity and reliability of their assessment practices in the classroom.

While gender and GPA of pre-service English teachers were asked in the first part of the questionnaire, in-service English teachers were asked to answer different questions such as their gender and age, type of the school they work, experience in teaching, numbers of assessments during a semester and sources of assessment tools. Part 2 includes two open-ended questions related to classroom-based assessment, and they ask practice and opinions of pre-service and in-service teachers related. Part 3 includes 42 items in 5 point Likert scale about the beliefs of participants' working principles as language teachers and assessors. Stage 3.1 is related to planning stage of classroom-based assessment and consists of 17 items. 6 items related to implementation stage are put together in stage 3.2. In stage 3.3 there are 12 items about monitoring stage and finally items in stage 3.4 are related recording.

Reliability of the questionnaire. Best and Khan suggest that a reliable test measures whatever it is measuring consistently and possible errors are minimized when the test has high coefficient of reliability (2006). The number of items can affect the internal consistency; with a 20 item scale “it is much easier to achieve appropriate internal consistency reliability than with 3” (Dörnyei, 2003). “The reliability coefficient increases as the spread or heterogeneity of the subjects who take the test increases” (Tavakoli, 2012, p. 541). Cronbach Alpha coefficient ranges between 0 and +1, and a scale is accepted reliable, if Cronbach Alpha coefficient is above .70 (Dörnyei, 2007). Reliability of the questionnaire used in this study was found as $r=.90$ in the study of Shim (2009). For the current study, Cronbach Alpha coefficient is computed twice, for teachers and teacher candidates.

Table 4

Reliability of the Questionnaires

	Number of Items	Cronbach Alpha Coefficient
Questionnaire distributed to teachers	42	.858
Questionnaire		

distributed to teacher	42	.811
candidates		

Data Collection Procedure

The subject of this study is English language teachers in Ankara and candidate ELT teachers in Hacettepe University. 99 pre-service ELT teachers voluntarily participated in the study. After getting the necessary permissions from ethics committee, the researcher collected the data at the beginning of the spring term of 2017-2018 academic year. Before collecting the required data, a pilot study was conducted with 15 participants. In order to reach as many participants as possible at a time, a crowded course was selected and the researcher got the permission from the instructor of the course. The researcher, herself, distributed the questionnaires to the participants in case there would be questions about the questionnaire. Readily-prepared consent forms were distributed to the participants to inform them about the confidentiality of the answers and the aim of the study. It took between 15-20 minutes for participants to complete the study.

40 English Language teachers were reached at the schools located in Çayyolu, Çankaya, Ankara. The location was chosen because of their accessibility to the researcher. Firstly, school principals and English teachers were informed about the study and ethics committee approval was presented. Principals and most of the teachers agreed on taking part in the study voluntarily, and permission from MoNE was not required. Before collecting the data, consent forms were signed by the participants. At the beginning of the spring term, questionnaires were distributed to the teachers, and the other week they were collected. The researcher gave her contact information to the teachers in order to answer their possible questions about the questionnaire.

Data Analysis

Data collected through the questionnaires from both teachers and teacher candidates were analyzed using SPSS 21 (Statistical Package for Social Sciences). Commonly employed for educational statistics, SPSS is a valuable tool for the analysis of computerized quantitative data (Dörnyei, 2007).

In order to find the answers of research questions, after entering all data into SPSS, various analyses were conducted. For the questionnaire conducted with teacher candidates, gender (female, male) and GPA (high, low) were determined as independent variables. Gender (female, male), type of school where they teach (primary, secondary, high school), years of experience (0-5 years, 6-10 years, more than 10 years) and the sources which teachers use while preparing the assessment (outside sources, their own preparation, both of them) were defined as independent variables for teachers.

Overall perceptions of both teachers and teacher candidates were analyzed through “descriptive statistics”. In order to see the differences between perceptions of pre-service and in-service teachers, descriptive statistics were utilized, and multivariate test of significance “Wilks’ Λ ” for further interpretation of these descriptions. “Correlation analysis” was used to compare the stages of classroom assessment of both teachers and teacher candidates. “Descriptive statistics” were operated for the questions related to teachers’ (Mann Whitney U and Kruskal Wallis) and teacher candidates’ (Independent Samples T-test) perceptions according to pre-defined independent variables.

Conclusion

In this chapter, the settings and participants of the study were introduced, and the data collection tool was described. Process of data collection were presented, which is followed by the description of data analysis. The results of data analysis will be presented in the following chapter.

Chapter 4

Findings

Introduction

In this chapter, the findings of the study will be presented through tables. Analyses will be presented following the order of research questions.

Findings Related to Research Questions

Research question 1. What are the overall perceptions of English language teachers candidates and teachers on classroom-based language assessment?

Table 5

Descriptive Statistics of Planning Stage of Teacher Candidates

Item no		N	Mean	SD
7	Assessment (tasks) should be meaningful to the students.	97	4.83	.37306
3	Teachers should consider what their students' needs are when they design the assessment.	99	4.82	.40508
1	Teachers should first identify the purpose of the assessment when they design the assessment.	99	4.80	.39581
15	Teachers should respect the privacy of the students and guarantee confidentiality.	99	4.77	.48562
16	Teachers should make sure that all students are given the same learning opportunities in their classrooms.	98	4.76	.44954
12	Assessment should focus on students' progress and achievement rather than on comparisons between the students in the classroom.	99	4.75	.47576
17	Teachers should make sure that assessment is not affected by students' personal characteristics such as gender, appearance, and economic and social background.	99	4.72	.54992
4	Teachers should balance the attainment targets with their students' needs when they design the assessment.	99	4.67	.49132
6	Assessment (tasks) should be related to what students do in real class time.	99	4.57	.60762
10	Assessment (tasks) should be designed in such a way as to obtain information about students' potential to use the	99	4.45	.62715

	language effectively.			
2	Teachers should consider the attainment targets which the curriculum requests when they design the assessment.	99	4.45	.57628
5	Teachers should use assessment specifications when they carry out the assessment.	98	4.35	.67732
9	Assessment (tasks) should be designed in such a way as to obtain information about what students can do at that particular time.	99	4.29	.74577
8	Assessment (tasks) should be designed in such a way as to obtain information about what students know at that particular time.	99	4.27	.84296
11	The appropriateness of assessment (tasks) should be checked by calling for peer comment or with reference to published guidelines (if these are available).	99	4.09	.83411
13	Teachers should give the students advance notice, so that the students will be able to prepare for the assessment.	99	4.09	.94859
14	Teachers should receive advance 'informed consent' from the students or their parents with regard to carrying out the assessment.	99	3.79	.84491

As future teachers, teacher candidates believe that their tests should be meaningful for the students ($M=4.83$). Before designing an assessment tool, they consider the needs of students ($M=4.82$) and the purpose of the assessment ($M=4.80$).

Table 6

Descriptive Statistics of Implementation Stage of Teacher Candidates

Item no		N	Mean	SD
4	Students should be supported when they have a problem hindering their completing the assessment (tasks).	99	4.65	.65717
3	Students should understand the desired outcome of the assessment (tasks).	99	4.59	.55179
7	Assessment (tasks) processes should be completed within a manageable time considering the given context.	99	4.57	.53626
2	Teachers should explicitly instruct the students how to do the assessment (tasks).	98	4.54	.64486
1	Teachers should inform the students of the reasons why they are being assessed.	99	4.53	.59442

5	Teachers should provide students with an opportunity to monitor their own work while they are performing the assessment (tasks).	99	4.48	.64466
6	Teachers should give students immediate feedback after they complete each assessment (task).	99	3.83	1.00719

During the implementation of assessment, pre-service teachers believe that students should be supported when there is a situation which may be regarded as a handicap to complete the assessment ($M=4.65$). Teacher candidates are not very in favor of giving immediate feedback after the assessment process ($M=3.83$).

Table 7

Descriptive Statistics of Monitoring Stage of Teacher Candidates

Item no		N	Mean	SD
9	The overall feedback should enable students to know how to improve their work and take their learning forward.	99	4.58	.60626
5	Teachers should use the results of assessment for revising their teaching.	99	4.53	.59442
7	Teachers should make assessment a part of teaching and learning.	99	4.52	.69021
3	Teachers should let students have detailed information about the marking criteria.	99	4.50	.66045
2	Marking criteria should be connected with the aims of the assessment and the learner's characteristics in a given context.	99	4.48	.64466
10	The whole process of assessment should be consistent in terms of procedure and administration.	99	4.35	.65952
1	Teachers should construct a marking system as a part of the whole assessment process.	99	4.25	.77385
6	Teachers should not use the results of assessment negatively.	99	4.15	.99349
4	Teachers should mark the students' performance consistently.	99	4.14	.97948
12	Teachers should monitor the misuse of the overall consequences of the assessment as a tool of power.	99	3.93	.99814
11	The process of assessment should be supported by the involvement of the parents.	99	3.61	1.08522
8	Teachers should share the findings of assessment with other teachers.	98	3.41	1.15699

It is believed by pre-service teachers that the results of assessment should be not only used by students to improve their learning ($M=4.58$), but also used by

teachers to revise their teaching ($M=4.53$). The teacher candidates support the idea that the assessment must be a part of learning and teaching process ($M=4.52$).

Table 8

Descriptive Statistics of Recording and Dissemination Stage of Teacher Candidates

Item no		<i>N</i>	Mean	<i>SD</i>
2	Teachers should be aware of their responsibilities for the output of their professional work.	99	4.69	.46191
1	Teachers should consider students' rights as assessment takers; they must never be harmed by the assessment.	99	4.66	.51508
3	Local or nationwide report systems about the students' progress and achievement should be provided.	99	4.28	.70044
5	Teachers should be involved in the development of the report system at all levels.	99	4.14	.83312
4	Schools should develop their own report system of students' progress and achievement.	99	4.13	.85292
6	A formal review of a student's progress and achievement should be reported to the local education authority and the central government.	99	3.92	1.06189

Student-teachers believe that the results of the assessment are the output of teachers' work, and that the teachers should take the responsibilities of their teaching ($M=4.69$). According to the teacher candidates, at the end of a teaching process, students must not be harmed by the results of the assessment ($M=4.66$).

Table 9

Descriptive Statistics of Planning Stage of Teachers

Item no		<i>N</i>	Mean	<i>SD</i>
7	Assessment (tasks) should be meaningful to the students.	40	4.72	.50574
1	Teachers should first identify the purpose of the assessment when they design the assessment.	40	4.70	.51640
4	Teachers should balance the attainment targets with their students' needs when they design the assessment.	40	4.62	.54006

17	Teachers should make sure that assessment is not affected by students' personal characteristics such as gender, appearance, and economic and social background.	40	4.57	.81296
12	Assessment should focus on students' progress and achievement rather than on comparisons between the students in the classroom.	40	4.52	.78406
6	Assessment (tasks) should be related to what students do in real class time.	40	4.52	.78406
16	Teachers should make sure that all students are given the same learning opportunities in their classrooms.	40	4.50	.84732
3	Teachers should consider what their students' needs are when they design the assessment.	40	4.50	.75107
10	Assessment (tasks) should be designed in such a way as to obtain information about students' potential to use the language effectively.	40	4.40	.70892
2	Teachers should consider the attainment targets which the curriculum requests when they design the assessment.	40	4.35	.57957
15	Teachers should respect the privacy of the students and guarantee confidentiality.	40	4.30	.68687
5	Teachers should use assessment specifications when they carry out the assessment.	40	4.22	.83166
8	Assessment (tasks) should be designed in such a way as to obtain information about what students know at that particular time.	39	3.94	.99865
13	Teachers should give the students advance notice, so that the students will be able to prepare for the assessment.	40	3.90	.98189
11	The appropriateness of assessment (tasks) should be checked by calling for peer comment or with reference to published guidelines (if these are available).	40	3.85	.89299
9	Assessment (tasks) should be designed in such a way as to obtain information about what students can do at that particular time.	40	3.85	.97534
14	Teachers should receive advance 'informed consent' from the students or their parents with regard to carrying out the assessment.	40	3.07	1.04728

Similar to the answers of teacher candidates, teachers also believe that assessment practices in the classroom should be meaningful to the students ($M=4.72$). Teachers believe that while designing an assessment tool they should

first identify the assessment's purpose ($M=4.70$) and then balance students' needs with the objectives of the course ($M=4.62$).

Table 10

Descriptive Statistics of Implementation Stage of Teachers

Item no		<i>N</i>	Mean	<i>SD</i>
7	Assessment (tasks) processes should be completed within a manageable time considering the given context.	40	4.47	.55412
2	Teachers should explicitly instruct the students how to do the assessment (tasks).	40	4.42	.63599
3	Students should understand the desired outcome of the assessment (tasks).	40	4.35	.62224
1	Teachers should inform the students of the reasons why they are being assessed.	40	4.27	.81610
4	Students should be supported when they have a problem hindering their completing the assessment (tasks).	40	4.25	.74248
5	Teachers should provide students with an opportunity to monitor their own work while they are performing the assessment (tasks).	40	4.15	.80224
6	Teachers should give students immediate feedback after they complete each assessment (task).	40	4.00	.96077

On the contrary to the teacher candidates, teachers believe that what is most important while implementing a test is the time required to complete the assessment ($M=4.47$), and they also believe that the students should be given clear instruction on how to perform the assessment tool ($M=4.42$).

Table 11

Descriptive Statistics of Monitoring Stage of Teacher Candidates

Item no		<i>N</i>	Mean	<i>SD</i>
9	The overall feedback should enable students to know how to improve their work and take their learning forward.	40	4.52	.59861
5	Teachers should use the results of assessment for revising their teaching.	40	4.50	.55470
2	Marking criteria should be connected with the aims of the assessment and the learner's characteristics in a given context.	40	4.40	.77790
7	Teachers should make assessment a part of teaching and learning.	40	4.35	.80224
1	Teachers should construct a marking system as a part of the whole assessment process.	40	4.22	.73336
6	Teachers should not use the results of assessment negatively.	40	4.15	.92126
4	Teachers should mark the students' performance consistently.	40	4.12	.82236
3	Teachers should let students have detailed information about the marking criteria.	40	4.07	.79703
10	The whole process of assessment should be consistent in terms of procedure and administration.	40	4.02	.99968
12	Teachers should monitor the misuse of the overall consequences of the assessment as a tool of power.	40	3.62	1.03000
8	Teachers should share the findings of assessment with other teachers.	40	3.45	1.06096
11	The process of assessment should be supported by the involvement of the parents.	40	3.12	1.13652

Similar with the teacher candidates, teachers also think that the results of assessment must be a tool for revising their teaching ($M=4.50$) and students should be given feedback which will be beneficial for them to develop their learning ($M=4.52$).

Table 12

Descriptive Statistics of Recording and Dissemination Stage of Teachers

Item no		N	Mean	SD
1	Teachers should consider students' rights as assessment takers; they must never be harmed by the assessment.	40	4.45	.63851
2	Teachers should be aware of their responsibilities for the output of their professional work.	40	4.22	.73336
5	Teachers should be involved in the development of the report system at all levels.	40	3.87	.75744
4	Schools should develop their own report system of students' progress and achievement.	40	3.85	.76962
3	Local or nationwide report systems about the students' progress and achievement should be provided.	40	3.67	.79703
6	A formal review of a student's progress and achievement should be reported to the local education authority and the central government.	40	3.52	.98677

As Table 12 suggests, in-service teachers believe that the implementation process and results of the assessment must not harm the students ($M=4.45$). According to them, teachers should take the responsibility of being an assessor in the classroom ($M=4.42$).

Research question 2. Is there any significant difference between the perceptions of pre-service and in-service teachers of English on testing and assessment in EFL classes?

Table 13

Descriptive Statistics of Perceptions of Teacher Candidates and Teachers

	Teacher candidates			Teachers		
	N	M	SD	N	M	SD
descriptive						
planning	99	4.50	.31	40	4.37	.34
implementation	99	4.46	.39	40	4.27	.45
monitoring	99	4.20	.42	40	4.04	.39
Recording and dissemination	99	4.30	.47	40	3.93	.39

A one way between groups multivariate analysis of variance (MANOVA) was utilized to investigate differences of being a teacher or teacher candidate on

participants' perceptions of classroom assessment stages. Four stages of classroom based assessment: planning, implementation, monitoring, recording and dissemination were compared.

No serious violations noted at the end of checking preliminary assumptions for normality, homogeneity of variance-covariance matrices, univariate and multivariate outliers, and multicollinearity.

Differences between perceptions of pre-service and in-service English teachers were compared using descriptive statistics. As the Table 13 suggests, there were differences in the mean values of teacher candidates and teachers, thus a multivariate test of significance was conducted to scrutinize further interpretation whether these differences were significant or not.

Tablo 14

Wilks' Λ for Differences in Perceptions of Pre-Service and In-Service Teachers of Classroom Based Assessment

	Wilks' Λ	$F(4, 134)$	p	Partial η^2
Experience	.864	5.275	.001	.136

$p = .05$

There was a statistically significant difference between teachers and teacher candidates' perception of classroom based assessment on the combined depended variables, $F(4, 134) = 9.83$, $p = .001$; Wilks' $\Lambda = .864$; partial eta squared = .13

A further examination of group differences on individual depended variables revealed that the differences between experience groups were significant by using a Bonferroni adjusted alpha level. 017 on implementation stage, $F(1, 137) = 5.829$, $p = .017$; partial eta squared = .04 recording and dissemination stage, $F(1, 137) = 19.606$, $p < .001$; partial eta squared = .12 No significant differences were presented on planning stage, $F(1, 137) = 4.390$, $p > .001$; partial eta squared = .03 monitoring stage, $F(1, 137) = 4.293$, $p > .001$; partial eta squared = .030.

An analysis of mean scores indicated that teacher candidates reported higher scores for implementation stage ($M = 4.46$) than teachers ($M = 4.27$), and for recording and dissemination stage they also had higher scores ($M = 4.30$) than teachers ($M = 3.93$).

Research question 3. Is there any correlation between teacher candidates' perception of four stages of classroom based language assessment

Table 15

Correlation Table of Stages of Classroom Based Language Assessment-Teacher Candidates

Correlations	1	2	3	4
1 planning	1			
2 implementation	,570**	1		
3 monitoring	,597**	,473**	1	
4 recording and dissemination	,501**	,407**	,653**	1

**, Correlation is significant at the 0.01 level (2-tailed).

There was a large correlation between planning and implementation stages ($r_{(99)} = .570, p < .01$). $r^2 = .32$ which means that planning and implementation stages share 32 % of the variance.

There was a large correlation between planning and monitoring stages ($r_{(99)} = .597, p < .01$). $r^2 = .34$ that means planning and monitoring stages share 32 % of the variance.

There was a large correlation between planning and recording and dissemination stages ($r_{(99)} = .501, p < .01$). $r^2 = .25$ which indicates that planning and recording and dissemination stages share 25 % of the variance.

There was a large correlation between monitoring and recording and dissemination stages ($r_{(99)} = .653, p < .01$). $r^2 = .42$ which conveys that 42 % monitoring and recording and dissemination stages share 42 % of the variance.

There was a medium correlation between implementation and monitoring stages ($r_{(99)} = .473, p < .01$). $r^2 = .22$ that means implementation and monitoring stages share 22 % of the variance.

There was a medium correlation between implementation and recording and dissemination stages ($r_{(99)} = .407, p < .01$). $r^2 = .16$; that is, implementation and recording and dissemination stages share 16 % of the variance

The statistical analysis indicated statistically significant correlation coefficients between the stages of classroom based assessment from medium to large effect size. These were in order of magnitude of correlation...Monitoring ($r^2 = .34, p < .01$), implementation ($r^2 = .32, p < .01$), recording and dissemination stages ($r^2 = .25, p < .01$).

Research question 4. Is there any correlation between teachers' perception of four stages of classroom based language assessment?

Table 16

Correlation Table of Stages of Classroom Based Language Assessment-Teachers

	Correlations			
	1	2	3	4
1 planning	1			
2 implementation	,477**	1		
3 monitoring	,529**	,530**	1	
4 recording and dissemination	,322*	,318*	,472**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

There was a large correlation between planning and implementation stages ($r_{(40)} = .477, p < .01$). $r^2 = .22$ which implies that planning and implementation stages share 22 % of the variance.

There was a large correlation between planning and monitoring stages ($r_{(40)} = .529, p < .01$). $r^2 = .27$ which means that planning and implementation stages share 27 % of the variance.

There was a large correlation between monitoring and implementation stages ($r_{(40)} = .530, p < .01$). $r^2 = .28$, that is, monitoring and implementation stages share 28 % of the variance.

There was a medium correlation between planning and recording and dissemination stages ($r_{(40)} = .322, p < .05$). $r^2 = .10$ that means planning and recording and dissemination stages share 10 % of the variance.

There was a medium correlation between implementation and recording and dissemination stages ($r_{(40)} = .318, p < .01$). $r^2 = .09$, in other saying, implementation and recording and dissemination stages share 9 % of the variance.

There was a medium correlation between monitoring and recording and dissemination stages ($r_{(40)} = .472, p < .01$). $r^2 = .22$, in other words, monitoring and recording and dissemination stages share 22 % of the variance.

The statistical analysis indicated statistically significant correlation coefficients between the stages of classroom based assessment from medium to large effect size. These were in order of magnitude of correlation...Monitoring ($r^2 = .27, p < .01$), implementation ($r^2 = .22, p < .01$), recording and dissemination stages ($r^2 = .10, p < .05$).

Research questions 5. Is there any significant difference between the groups of prospective teachers in terms of gender and GPA?

Independent Samples T-test was conducted to see whether there is a difference according to gender and GPA of English language teacher candidates. Four stages of classroom based language assessment were analyzed separately.

Table 17

Perceptions of Teacher Candidates According to Gender

		<i>N</i>	<i>M</i>	<i>SD</i>	Mean difference	<i>t</i>	<i>df</i>	<i>Sig.</i>
planning	male	29	4.52	.29				
	female	70	4.49	.32	.03	.48	97	.63
implementation	male	29	4.40	.36				
	female	70	4.48	.40	-.08	-.98	97	.33
monitoring	male	29	4.24	.42				
	female	70	4.19	.43	.05	.56	97	.57
recording and dissemination	male	29	4.29	.45				
	female	70	4.31	.48	-.02	-.20	97	.83

An independent-samples t-test was conducted to compare the perceptions of pre-service teachers according to their gender. There was no significant difference in planning stage for males ($M = 4.52$, $SD = .29$) and females ($M = 4.49$, $SD = .32$; $t(97) = .48$, $p = .63$, two-tailed). No significant difference was found for implementation stage for males ($M = 4.40$, $SD = .36$) and females ($M = 4.48$, $SD = .40$; $t(97) = -.98$, $p = .33$, two tailed). Similarly, monitoring stage showed no significant difference for males ($M = 4.24$, $SD = .42$) and females ($M = 4.19$, $SD = .43$; $t(97) = .56$, $p = .57$, two tailed). Finally, no significant difference was found in recording and dissemination stage for males ($M = 4.29$, $SD = .45$) and females ($M = 4.31$, $SD = .48$; $t(97) = -.02$, $p = .83$, two tailed).

Table 18

Perceptions of Teacher Candidates According to GPA

		<i>N</i>	<i>M</i>	<i>SD</i>	Mean difference	<i>t</i>	<i>df</i>	<i>Sig.</i>
planning	low	54	4.48	.30				
	high	43	4.52	.30	-.03	-.55	95	.57
implementation	low	54	4.42	.37				
	high	43	4.50	.42	-.07	-.95	95	.34
monitoring	low	54	4.24	.38				
	high	43	4.17	.44	.07	.82	95	.41
recording and dissemination	low	54	4.24	.45				
	high	43	4.39	.47	-.14	-1.55	95	.12

An independent-samples t-test was conducted to compare the perceptions of pre-service teachers according to their GPA. There was no significant difference in planning stage for low GPAs ($M = 4.48$, $SD = .30$) and high GPAs ($M = 4.52$, $SD = .30$; $t(95) = -.55$, $p = .57$, two-tailed). No significant difference was found for implementation stage for teacher candidates who had low GPAs ($M = 4.42$, $SD = .37$) and the ones with high GPAs ($M = 4.50$, $SD = .42$; $t(95) = -.95$, $p = .34$, two-tailed). Similarly, monitoring stage showed no significant difference for low GPAs ($M = 4.24$, $SD = .38$) and high GPAs ($M = 4.17$, $SD = .44$; $t(95) = .82$, $p = .41$, two-tailed). Finally, no significant difference was found in recording and dissemination stage for low GPAs ($M = 4.24$, $SD = .45$) and high GPAs ($M = 4.39$, $SD = .47$; $t(95) = -1.55$, $p = .12$, two-tailed).

Research questions 6. Is there any significant difference between the groups of in-service English language teachers in terms of their gender, years of experience, assessment sources they use, and type of school that they work?

Mann Whitney U test was utilized to explore the differences between the perceptions of male and female teachers on stages of classroom based assessment.

Table 19

Perceptions of Teachers According to Gender

		N	Mean Rank	Sum of Ranks	Median	U	z	p
planning	male	12	19.67	236	2	158	-296	.782
	female	28	20.86	584	2			
	total	40						
implementation	male	12	23.50	282	2	132	-1.071	.299
	female	28	19.21	538	2			
	total	40						
monitoring	male	12	23.58	283	2	131	-1.096	.286
	female	28	19.18	537	2			
	total	40						
recording and dissemination	male	12	18.17	218	2	140	-840	.422
	female	28	21.50	602	2			
	total	40						

A Mann Whitney U Test showed no significant difference in planning stage of classroom based assessment of males ($Md = 2, n = 12$) and females ($Md = 2, n = 28$), $U = 158, z = -296, p > .05$. No significant difference was found in implementation stage either for males ($Md = 2, n = 12$) and females ($Md = 2, n = 28$), $U = 132, z = -1.071, p > .05$. A Mann Whitney U test run for investigating the possible difference between genders on monitoring stage of classroom based assessment showed no significant difference between males ($Md = 2, n = 12$) and females ($Md = 2, n = 28$), $U = 131, z = -1.096, p > .05$. Finally, the difference between the perceptions of males ($Md = 2, n = 12$) and females ($Md = 2, n = 28$) on the last stage was not significant $U = 140, z = -840, p > .05$.

Kruskall Wallis test was utilized to see the differences between the perceptions of teachers who worked in different types of schools.

Table 20

Kruskall Wallis Test for Perceptions of Teachers According to School Type

	School type	N	Mean Rank	χ^2	p	Group differences
planning	primary	6	18.57	.311	.856	-
	secondary	15	20.53			-
	High school	19	21.21			-
	Total	40				
implementation	primary	6	21.17	2.585	.275	-
	secondary	15	23.97			-
	High school	19	17.55			-
	Total	40				
monitoring	primary	6	20.58	.053	.974	-
	secondary	15	21.00			-
	High school	19	20.08			-
	Total	40				
Recording and dissemination	primary	6	19.25	.137	.934	-
	secondary	15	21.23			-
	High school	19	20.32			-
	Total	40				

A Kruskal Wallis test revealed no group differences in school type (primary school $N=6$, secondary school $N=15$, high school $N=19$) in planning stage $\chi^2(2, N=40) = .311, p>.05$. For the implementation stage, no difference was detected within the groups of school types $\chi^2(2, N=40) = 2.585, p>.05$. Similar to the first two stages, Kruskal Wallis test didn't identify any group difference within school types in monitoring stage $\chi^2(2, N=40) = .053, p>.05$. Lastly, perceptions of teachers didn't differ from each other in the last stage, recording and dissemination, $\chi^2(2, N=40) = .137, p>.05$.

Kruskal Wallis test was utilized to see the differences between the perceptions of the groups of teachers with various experience year.

Table 21

Kruskall Wallis Test for Perceptions of Teachers According to Their Experience

	School type	N	Mean Rank	χ^2	<i>p</i>	Group differences
planning	0-5 years	18	26.22	11.375	.003	0-5 years > 6-10 years 6-10 years > more than 10 years
	6-10 years	12	11.58			
	More than 10 years	10	20.90			
	Total	40				
implementation	0-5 years	18	21.17	4.449	.108	-
	6-10 years	12	15.25			
	More than 10 years	10	25.60			
	Total	40				
monitoring	0-5 years	18	22.75	4.658	.097	-
	6-10 years	12	14.46			
	More than 10 years	10	23.70			
	Total	40				
recording and dissemination	0-5 years	18	21.56	2.137	.344	-
	6-10 years	12	16.58			
	More than 10 years	10	23.30			
	Total	40				

A Kruskal Wallis test revealed significant group differences in perceptions of teachers from different type of schools in the planning stage (0-5 years, $N=18$, 6-10 years, $N=12$, more than 10 years, $N=10$) $\chi^2(2, N=40) = 11.375$, $p < .05$. Teachers with experience from 0 to 5 years had a higher median score ($Md=4.56$) than the teachers with an experience of 6-10 years ($Md=4.16$), and had nearly equal median score with group of teachers experienced more than 10 years ($Md=4.46$). A follow up post hoc Mann Whitney U test indicated the significant group differences in the planning stage. The differences in mean ranks of least experienced (0-5 years) and experienced (6-10 years) group ($z=-3.26$, $p=.003$, $r=.002$), and the difference between the experienced (6-10 years) and the most

experienced (more than 10 years) group ($z=-1.98$, $p=.47$, $r=.001$) were significant, both with a very small effect size. The difference between the least (0-5 years) and most experienced (more than 10 years) groups was not significant ($z=-1.25$, $p>.05$). In other stages of classroom based assessment, no significance was found in terms of experience of English teachers. For implementation stage, no significance was observed (0-5 years, $N=18$, 6-10 years, $N=12$, more than 10 years, $N=10$) $X^2(2, N=40) = 4.449$, $p>.05$. Experience of teachers didn't show any significant difference in monitoring level (0-5 years, $N=18$, 6-10 years, $N=12$, more than 10 years, $N=10$) $X^2(2, N=40) = 4.658$, $p>.05$. Finally, for the recording and dissemination stage, experience of teachers didn't affect their perceptions significantly (0-5 years, $N=18$, 6-10 years, $N=12$, more than 10 years, $N=10$) $X^2(2, N=40) = 2.137$, $p>.05$.

Table 22

Kruskall Wallis Test for Perceptions of Teachers According to Their Assessment Tool Sources

	Assessment tool source	N	Mean Rank	X^2	p	Group differences
Planning	Outside sources	13	16.92	1.90	.387	-
	myself	12	22.96			-
	both	15	21.63			-
	Total	40				
Implementation	Outside sources	13	17.50	1.96	.374	-
	myself	12	24.00			-
	both	15	20.30			-
	Total	40				
Monitoring	Outside sources	13	16.58	4.36	.113	-
	myself	12	26.08			-
	both	15	19.43			-
	Total	40				
recording and dissemination	Outside sources	13	24.69	3.52	.171	-
	myself	12	20.92			-
	both	15	16.53			-

Total	40
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Firstly, for the planning stage, no significance was detected according to sources which teachers used while preparing their tests or other assessment tools (outside sources, $N=13$, myself, $N=12$, both of them, $N=15$) $\chi^2(2, N=40) = 1.90$, $p > .05$. For implementation stage, no significance was observed (outside sources, $N=13$, myself, $N=12$, both of them, $N=15$) $\chi^2(2, N=40) = 1.96$, $p > .05$. Assessment tools' sources didn't show any significant difference in monitoring level (outside sources, $N=13$, myself, $N=12$, both of them, $N=15$) $\chi^2(2, N=40) = 4.36$, $p > .05$. Finally, for the recording and dissemination stage, sources of the assessment tools didn't affect teachers' perceptions significantly (outside sources, $N=13$, myself, $N=12$, both of them, $N=15$) $\chi^2(2, N=40) = 3.52$, $p > .05$.

Conclusion

The results of 6 research questions were presented in this chapter. In following chapter, these results will be discussed and the study will be concluded besides suggestions for further studies.

Chapter 5

Conclusion, Discussion and Suggestions

Introduction

In this chapter, the findings of the study will be presented in the light of previous studies. After that conclusions and suggestions will be explained.

Summary of the Study

The main purpose of the study was to investigate the differences between the perceptions of pre-service and in-service English teachers of classroom based language assessment. In order to reach that purpose, a questionnaire consisting of four Likert-type scales was used, and statistical analyses were conducted to analyze the data. Teacher candidates' perceptions according to their GPA and gender, and teachers' perceptions according to their gender, school type that they work, their experience and sources for assessment tools were examined. Moreover, possible correlations among the stages of classroom based assessment were scrutinized.

Discussion of the Results

Discussion of research question 1. The first research question of the study is "*What are the overall perceptions of English language teacher candidates and teachers on classroom-based language assessment?*"

First research question in the study is related to general perceptions of candidate teachers and in-service teachers of classroom based assessment. The descriptive results of the planning stage reveal that both teachers and teacher candidates give importance to prepare meaningful assessment tasks for the students, and they plan their assessment practices by taking the purpose of the assessment into consideration. As the findings point out, teacher candidates and in-service teachers have different priorities in implementing an assessment tool in the classroom. While issues related to required time to complete the assessment tool and instructions given to the students are important for teachers, teacher candidates consider supporting students in case of a problem which may be an handicap for students as more significant. This may be a natural result of the real

classroom environment which teachers encounter every day. With a syllabus to accomplish and because of limited class hours, teachers have to be practical with assessment processes. Students should understand the instructions well, so they can complete the assessment within an appropriate time limit without hesitating. On the contrary to in-service teachers, idealist pre-service teachers may ignore such kind of practicality concerns and approach assessment process in a more student-centered way than teachers. In-service teachers, likewise teacher candidates, believe in evaluating the results of assessment for themselves and their students. In their opinion, feedback should be given students so as to enhance students' achievements, and teachers have to criticize their own teaching, if necessary to revise it. Since the participants consider assessment process as an inseparable part of teaching and learning process, it can be said that they usually use formative assessment. Teachers' monitoring their own work and working as a facilitator for their students can be regarded as a characteristics of formative assessment (Gipps, 1994). Besides improving students' learning, content of future courses will be also developed as a result of constant monitoring of teachers. However, both teachers and teacher candidates are noticed to give less importance to students' self-monitoring in the implementation stage. At the stage of recording and dissemination, both teachers and teacher candidates express that the whole process and results of the assessment must not hurt students. Neither teachers nor teacher candidates have much information about national or local report systems, because in Turkey all state schools use e-school "e-okul" system which is an administrative-information system operating since 2006-2007 school year (MoNE, 2007). This system "enables to accelerate in-school processes and the close pursuit at the ongoing education" (Polat & Arabacı, 2013). However, in South Korea where the questionnaire prepared and used for the first time, both local, namely school and national authorities have control over English language teaching curriculum and the assessment as well (Shim, 2009). Similar results were found by Shim (2009) and Gönen (2013). According to Shim (2009), teachers attached importance to the purpose and meaningfulness of the assessment. The teacher in his study also stated that the activities in an assessment task should have overlapped with students' every day activities in the classroom in order to provide a meaningful evaluation process (2009). He argued that even if the teachers wanted to carry out a student-

centered, education-purposed assessment, they were generally bothered with administrative concerns based on the impact of national curriculum (2009). Gönen (2013) discussed that the teachers' perceptions in his study justified the objectives of classroom based assessment such as planning assessment based on students' needs and objectives of the curriculum. He found that teachers were aware of their responsibilities as teachers and assessors, and used assessment for formative purposes.

Discussion of research question 2. Is there any significant difference between the perceptions of pre-service and in-service teachers of English of testing and assessment in EFL classes?

Significant differences were detected between the perceptions of teachers and teacher candidates on implementation and 'recording and dissemination' stages. Teacher candidates have higher mean scores than teachers on both stages. The main reason for that difference arises from the inequality of the numbers of the participants. The number of teacher candidates (N=99) is more than twice that of teachers (N=40). Moreover, the professional experience of teachers can also be stated as a determining factor in that difference. As Yetkin (2015) presented in his study, teacher candidates have the theoretical knowledge of assessment; nonetheless, they may lack of enough experience to have a clear mind about the process of assessment in a physical classroom environment. Although teachers in this current study seem to prefer formative assessment for both students and themselves, they may have hindered by burdens of large-scale exams such as high school and university entrance examinations. This may cause using tests for summative or exam-oriented purposes as Büyükkarcı (2010) found out in his study in which high school teachers used multiple-choice tests to support their students during the process of preparing for university entrance exam.

Discussion of research question 3. The third research question is specified as "Is there any correlation between teacher candidates' perception of four stages of classroom based language assessment?"

As the analyses were being conducted, a large correlation was noticed almost between all of the four stages in pre-service teachers' answers. It may be inferred that future teachers of English pay attention to all stages equally. Teacher

candidates have a tendency towards making assessment process meaningful for students in planning stage, followed by student-centered objectives and implementation. While implementing the test albeit planning stage seems to have highly associated with all. It can be inferred that all stages are closely related and positively correlated with each other.

Discussion of research question 4. “Is there any correlation between teachers’ perception of four stages of classroom based language assessment?”

Medium or large correlations were detected between stages of classroom assessment; teachers have a clear mind about the process of assessment in the classroom. From the first stage to the last, teachers mostly advocate student-centered and formative assessment. They believe that formative assessment helps them to improve themselves besides helping students develop their language learning. These results were similar to the teacher candidates’. However, more research must be conducted to discover teachers’ assessment practices in the classroom which may be different from their perceptions.

Discussion of research question 5. Aimed to explore differences in the perceptions of teacher candidates regarding independent variable such as gender and GPA, research question 5 was asked; “Is there any significant difference between the groups of prospective teachers in terms of gender and GPA?”

99 English teacher candidates, most of them are female (N=70), participated in the study. The analysis of Independent Samples T-test reveals that there is no statistically significant difference between male and female students on any of the stages. This also accords with the findings of Yetkin’s (2018) study with prospective teachers on conceptions of assessment. He put forward the possible explanation for that as an effect of educational policy in Turkey, and stated that regardless of their genders, teacher candidates used assessment for improving themselves and their students’ learning (Yetkin, 2018).

Before starting descriptive statistics to present the possible differences of pre-service teachers’ perceptions GPA of them are grouped into two as high (3.41-4.00) and low (3.40 and below). No significant difference between two groups is evident for any of the stages. Achievement level of teacher candidates do not affect their perceptions of classroom based assessment which is in line with

Yetkin's (2018) findings which showed that the success of teacher candidates had not any notable effect on their perceptions of assessment as a part of language teaching.

Discussion of research question 6. Is there any significant difference between the groups of in-service English language teachers in terms of their gender, type of school that they work, years of experience, and assessment sources they use?

The last research question of the study is yielded to find out possible effects of personal backgrounds on English language teachers' perception of classroom based assessment.

The finding of statistical analysis run for gender's impact on participants' perceptions is very much alike that of teacher candidates. In any of the stages, male and female teachers' perceptions do not significantly differ. As Shim (2009) suggested, although the number of female teachers (N=28) may attribute to the fact that female teachers have more interest in teaching English than males, the number of participants is not sufficient to create a significant difference.

English language teachers participating in the study are employed in primary, secondary and high schools. The variation of the school types does not have enough effect to make a difference in the perceptions of teachers. All teachers have similar thoughts about the stages of classroom based assessment in all levels of schools. In their study with instructors from state and private universities, Özdemir-Yılmaz and Özkan also couldn't find any difference between the classroom assessment practices of instructors from different universities (2017). The reason of this finding was explained by them as a result of control by a higher institution of the country (2017). The education in Turkey is test-driven, and students have to pass exams to proceed to the next level. That context may have a powerful influence on teachers' approaches towards assessment.

Teachers' perceptions were expected to differentiate significantly according to their experience. More experienced teachers were assumed to have higher means of perception. However, the results disconfirmed the hypothesis in planning stage where the less experienced teachers performed higher mean scores than

more experienced ones. The difference between novice and experienced group was significant, in addition to the difference between experienced and most experienced group in the stage of planning assessment. The reason for that can be explained by the fact that they are educated recently with more modern approaches. In other stages, teachers' working years are noticed to be ineffective in the current study. The study of Zhang and Burry-Stock (2003), contradicts with the findings of the current study. They found out that novice teachers' inexperience played a significant role in their perception of assessment and they could be trained through in-service training (Zhang and Burry-Stock, 2003).

Lastly, the sources which teachers used while conducting their assessment were discussed to discover possible impact on their perceptions. Neither outside sources which were prepared by stake-holders nor the tools prepared by teachers themselves have affected the way they perceived the process of classroom assessment. The ones who used their own materials along with outside sources also didn't make any change in the results. Shim (2009) put forward that when teachers use outside sources, it cannot be fully classroom-based assessment, that's why, he completed his study with teachers who used their-own materials and who used both outside and self-prepared tools.

Conclusion

In this study, a questionnaire of classroom based assessment' stages was used for data collection. Pre-service and in-service English teachers were asked to describe their perceptions of assessment in the classroom through 42 items in the questionnaire. It was revealed that both groups perceive classroom based assessment as important for themselves and their students owing to its improving side. It was found that both prospective teachers and in-service teachers have positive attitudes towards classroom based language assessment.

Teachers should have in-service training for improving themselves about assessment, and the same opportunity should be provided for teacher candidates in their courses. The use of formative assessment, hence classroom based assessment, should be promoted. Teacher candidates can be encouraged to prepare a whole teaching and assessment process as part of a course during their undergraduate education. In-service training programs can be provided for

teachers to revise their assessment approaches; moreover, they can be supported to design assessment tools suitable for their classrooms and students.

Designing a course from the beginning to the end of evaluation process should be a priority for teachers. It will provide better learning opportunities for students and a chance to revise their teaching for teachers.

Suggestions

This study is limited to 99 teacher candidates and 40 in-service teachers in Ankara and the data was collected through a questionnaire about their perceptions of classroom based assessment. The sample and setting should be enlarged in order to reach more reliable results.

Teachers should be interviewed about their practices in the real classroom, so that a comparison can be made between their perceptions and practices. Observing teachers in their classes, applying in-service courses or workshops for classroom based assessment or supporting the results of questionnaires with interviews will be helpful for more reliable and valid results.

Teacher candidates can be provided with opportunities to prepare sample assessment tools and during their teaching practicum. Observations made during school experience and teaching practicum courses can be used as a complementary of the questionnaires, thus, a more detailed data will be obtained.

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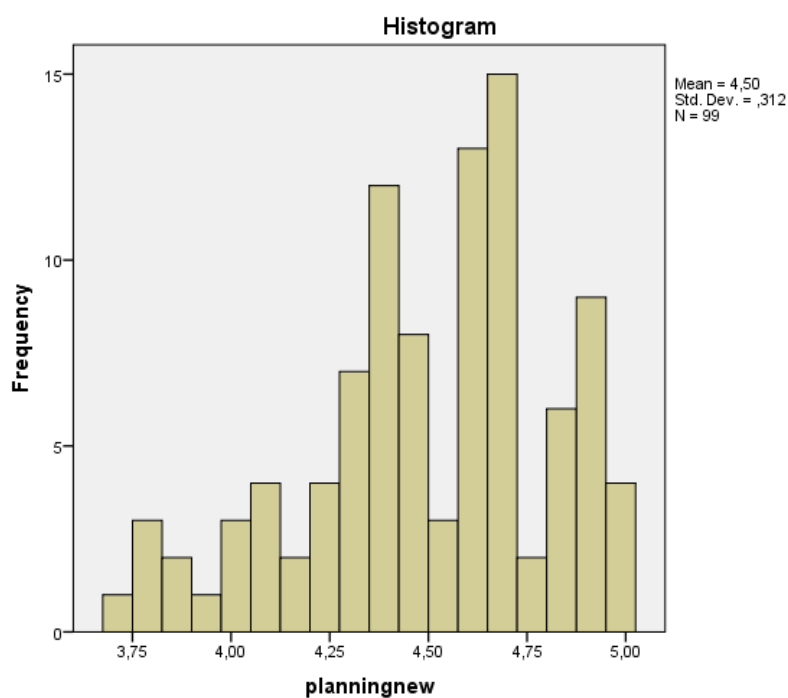
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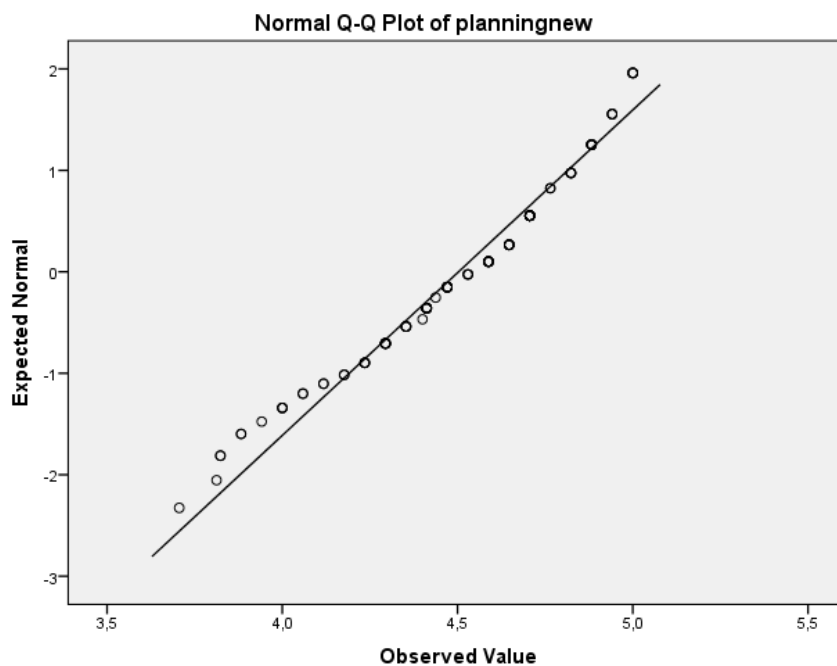
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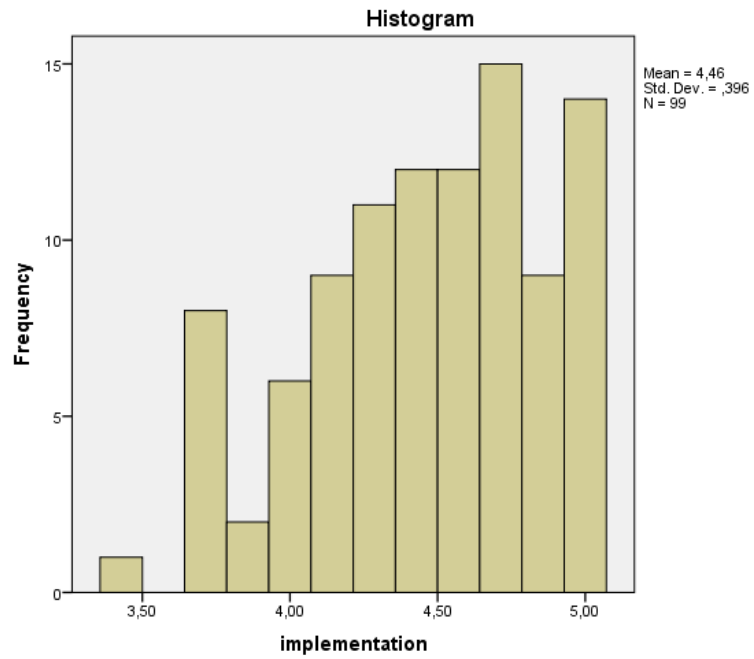
APPENDIX-A: Tests of Normality



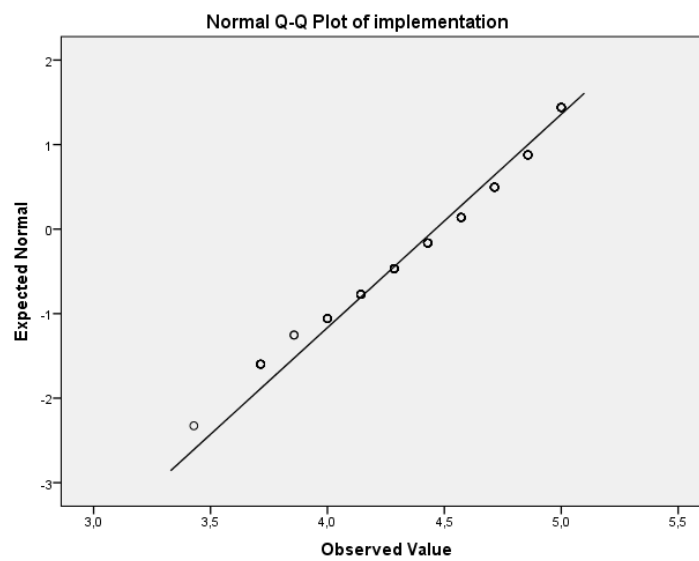
Histogram chart of planning stage in the questionnaire of teacher candidates



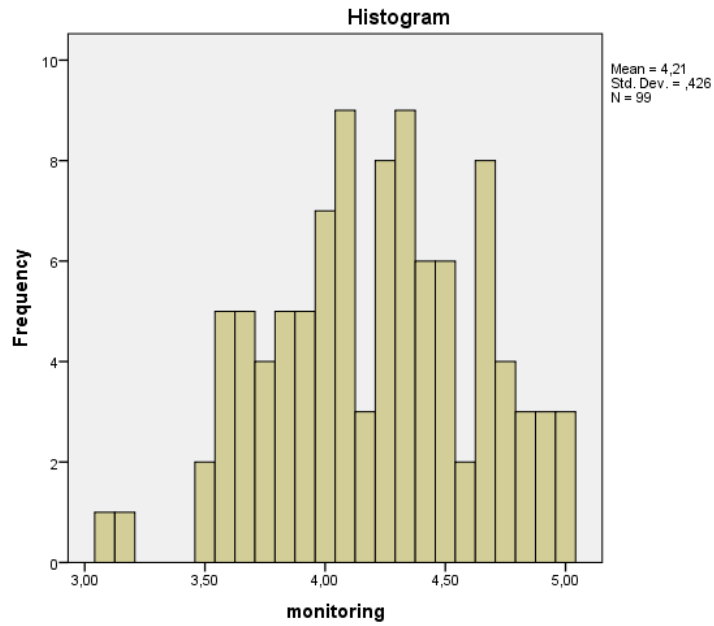
Normality plot for planning stage in the questionnaire of teacher candidates



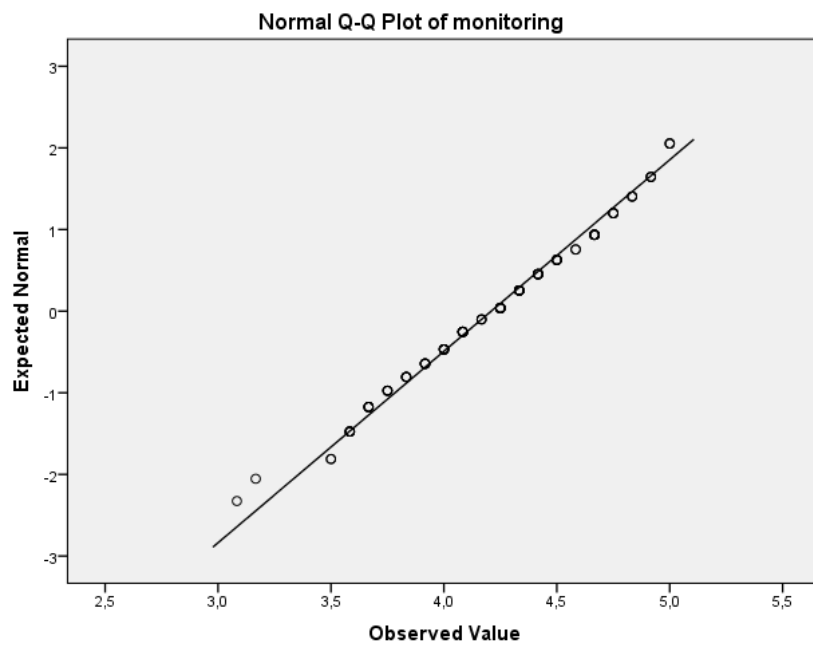
Histogram chart of implementation stage in the questionnaire of teacher candidates



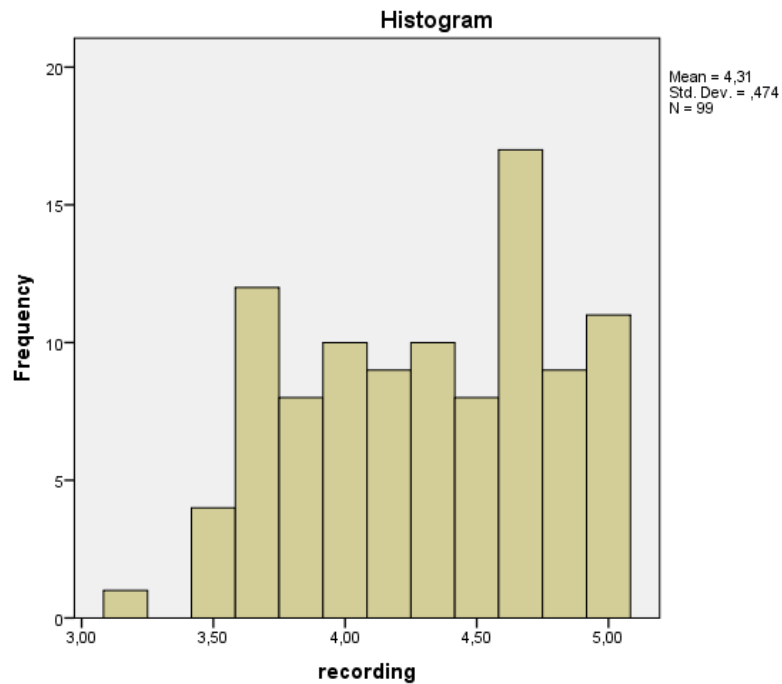
Normality plot for implementation stage in the questionnaire of teacher candidates



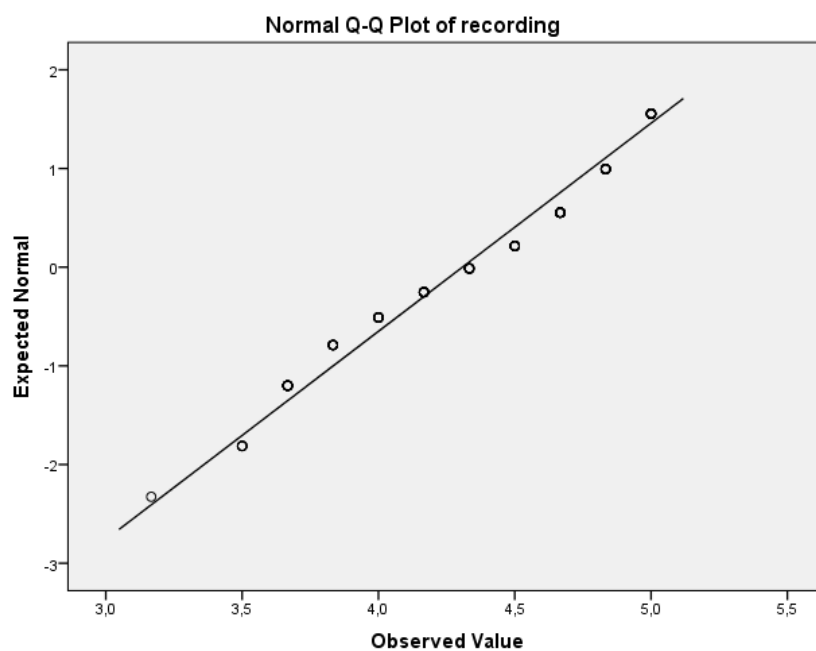
Histogram chart of monitoring stage in the questionnaire of teacher candidates



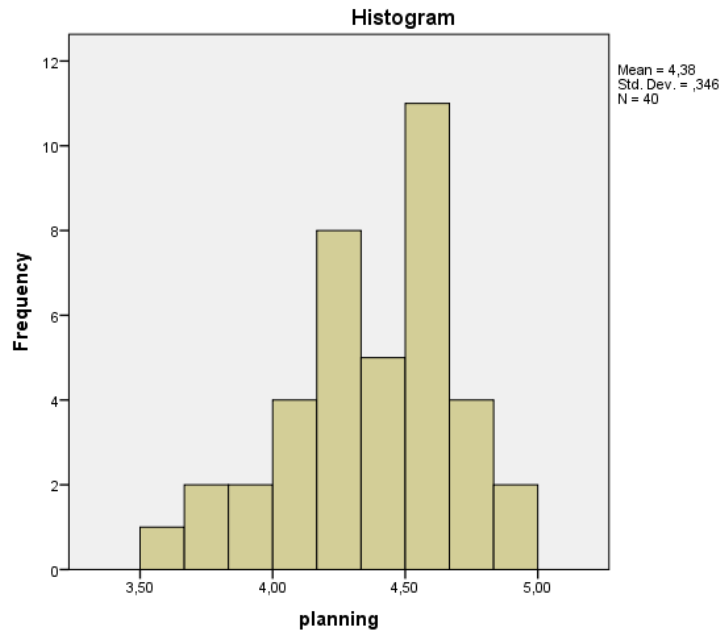
Normality plot for monitoring stage in the questionnaire of teacher candidates



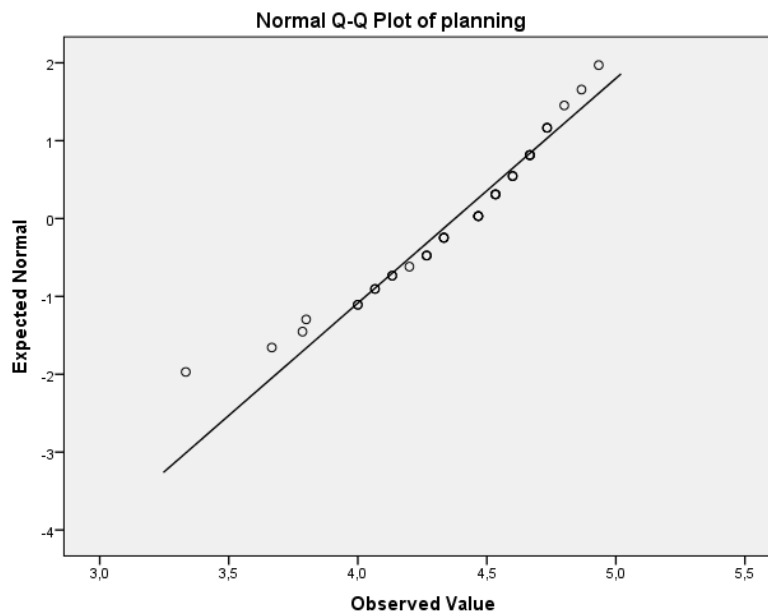
Histogram chart of recording and dissemination stage in the questionnaire of teacher candidates



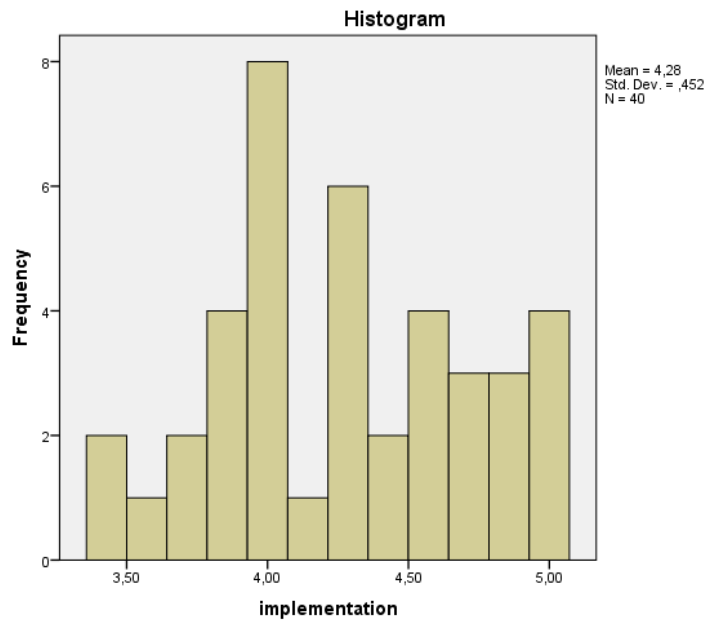
Normality plot for recording and dissemination stage in the questionnaire of teacher candidates



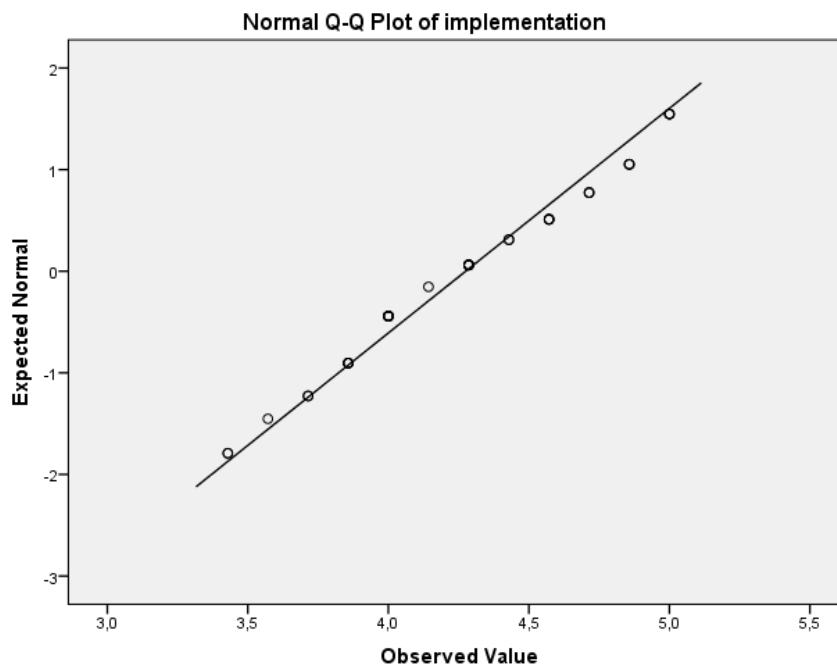
Histogram chart of planning stage in the questionnaire of teachers



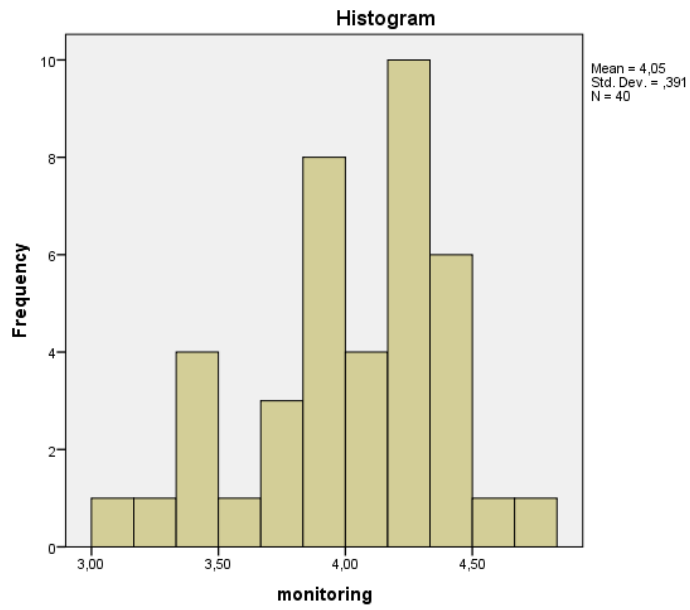
Normality plot for planning stage in the questionnaire of teachers



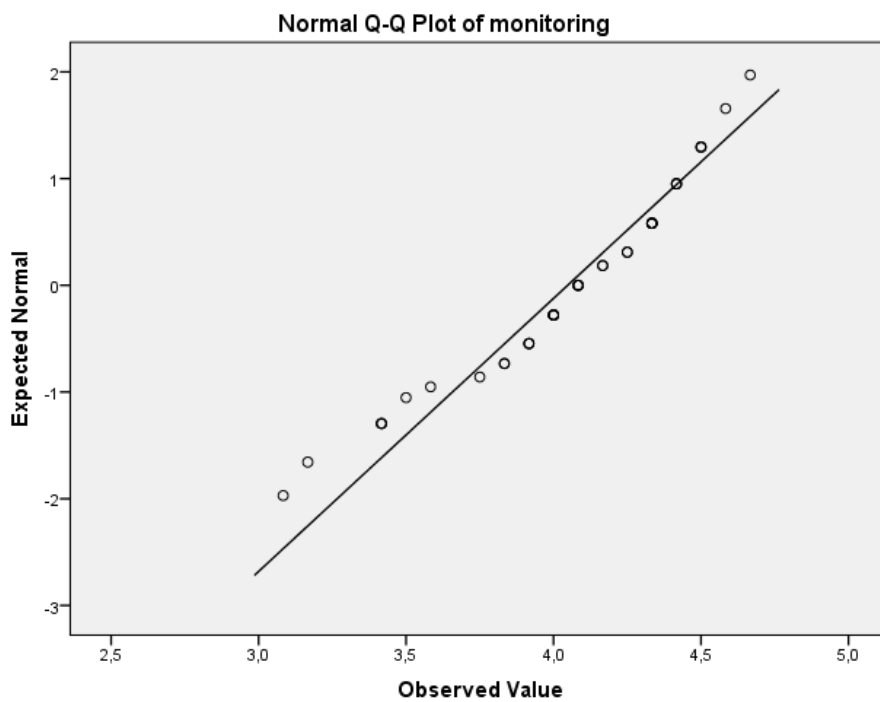
Histogram chart of implementation stage in the questionnaire of teachers



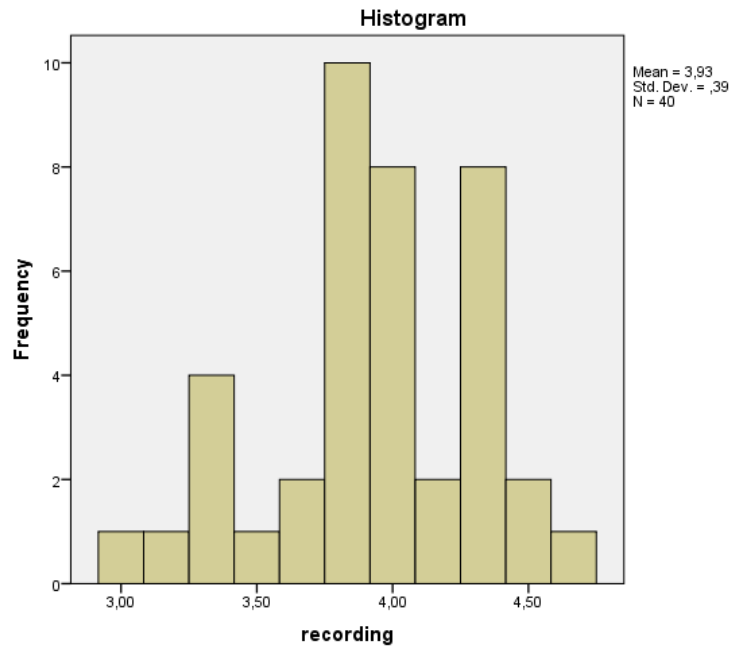
Normality plot for implementation stage in the questionnaire of teachers



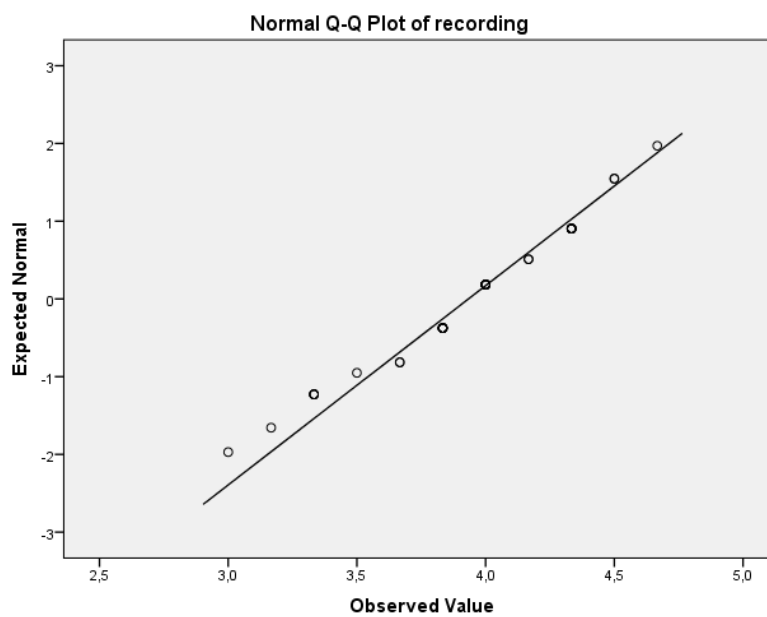
Histogram chart of monitoring stage in the questionnaire of teachers



Normality plot for monitoring stage in the questionnaire of teachers



Histogram chart of recording and dissemination stage in the questionnaire of teachers



Normality plot for recording and dissemination stage in the questionnaire of teachers

APPENDIX-B: Questionnaire on Perceptions of Teachers on Classroom-Based Assessment of English as a Foreign Language

My Perceptions of Classroom-Based Assessment of English as a Foreign Language

In this questionnaire, you will find a list of things that teachers might do when they carry out classroom-based assessment of English to obtain information about the students' progress or achievement in their schools. The aims of this questionnaire are to investigate your perceptions of classroom-based assessment of English as a foreign language.

This questionnaire consists of four parts.

Part 1. Personal information

Part 2. It asks you to describe your general perceptions of classroom-based assessment.

Part 3. It asks you to show what kinds of personal working principles you have with regard to English language assessment in the classroom.

Part 4. It asks you to describe the convictions which you hold about the fundamental considerations of classroom-based assessment.

Res. Assist. Eylem Perihan KİBAR

If you are happy to join the further investigations of this study, please let me know your email address below:

Your E-mail: _____

Your Name: _____

Part 1: Personal Information

1. What is your gender?

Male () Female ()

2. What is the type of the school where you teach?

.....

3. What is your age?

25 years or less ()

26-30 years ()

31-35 years ()

More than 35 years ()

4. How long have you been teaching English?

0-5 years

6-10 years

More than 10 years

5. How many times do you carry out assessments during a semester to assess students' progress or achievement?

Once ()

Twice ()

Three times ()

Four times ()

More

than four times ()

6. Do you use tests provided by outside sources or construct them for yourselves when you assess your students' progress or achievement?

I use tests constructed by institutes outside or publishing companies. ()

I construct the assessment by myself. ()

Others (Please specify):

PART 2: Your General Perceptions of Classroom-Based Assessment

Please write down your practice and opinions in as much detail as possible.

Please use more space than is given below if you need it.

1. Why do you carry out assessment in the classroom?

2. What, in your opinion, are the characteristics of classroom-based assessment?

Classroom-based assessment indicates teachers' formal assessment activities at a particular time of the semester to find out to what extent the students have made progress and have achieved what they are supposed to have during the semester based on the attainment targets of the curriculum.

PART 3-1: Your Working Principles of Classroom-Based Assessment

For each of the items please circle the score that best represents **your own working theory** of classroom-based assessment.

When you carry out assessments to assess students' progress or achievement, to what extent you BELIEVE it is part of your personal working theory of classroom-based assessment to:

STAGE 1: PLANNING

	Strongly disagree	disagree	neutral	agree	Strongly agree
1. Teachers should first identify the purpose of the assessment when they design the assessment.	1	2	3	4	5
2. Teachers should consider the attainment targets which the curriculum requests when they design the assessment.	1	2	3	4	5
3. Teachers should consider what their students' needs are when they design the assessment.	1	2	3	4	5
4. Teachers should balance the attainment targets with their students' needs when they design the assessment.	1	2	3	4	5
5. Teachers should use assessment specifications when they carry out the assessment.	1	2	3	4	5
6. Assessment (tasks) should be related to what students do in real class time.	1	2	3	4	5
7. Assessment (tasks) should be meaningful to the students.	1	2	3	4	5
8. Assessment (tasks) should be designed in such a way as to obtain information about what students know at that particular time.	1	2	3	4	5
9. Assessment (tasks) should be designed in such a way as to obtain information about what students can do at that particular time.	1	2	3	4	5
10. Assessment (tasks) should be designed in such a way as to obtain information about students' potential to use the language effectively.	1	2	3	4	5
11. The appropriateness of assessment (tasks) should be checked by calling for peer comment or with reference to published guidelines (if these are	1	2	3	4	5

available).					
12. Assessment should focus on students' progress and achievement rather than on comparisons between the students in the classroom.	1	2	3	4	5
13. Teachers should give the students advance notice, so that the students will be able to prepare for the assessment.	1	2	3	4	5
14. Teachers should receive advance 'informed consent' from the students or their parents with regard to carrying out the assessment.	1	2	3	4	5
15. Teachers should respect the privacy of the students and guarantee confidentiality.	1	2	3	4	5
16. Teachers should make sure that all students are given the same learning opportunities in their classrooms.	1	2	3	4	5
17. Teachers should make sure that assessment is not affected by students' personal characteristics such as gender, appearance, and economic and social background.	1	2	3	4	5

STAGE 2: IMPLEMENTATION

	<i>Strongly disagree</i>	<i>disagree</i>	<i>neutral</i>	<i>agree</i>	<i>Strongly agree</i>
18. Teachers should inform the students of the reasons why they are being assessed.	1	2	3	4	5
19. Teachers should explicitly instruct the students how to do the assessment (tasks).	1	2	3	4	5
20. Students should understand the desired outcome of the assessment (tasks).	1	2	3	4	5
21. Students should be supported when they have a problem hindering their completing the assessment (tasks).	1	2	3	4	5
22. Teachers should provide students with an opportunity to monitor their own work while they are performing the assessment (tasks).	1	2	3	4	5
23. Teachers should give students immediate feedback after they complete each assessment (task).	1	2	3	4	5
24. Assessment (tasks) processes should be completed within a manageable time considering the given context.	1	2	3	4	5

STAGE 3: MONITORING

	<i>Strongly disagree</i>	<i>disagree</i>	<i>neutral</i>	<i>agree</i>	<i>Strongly agree</i>
25. Teachers should construct a marking system as a part of the whole assessment process.	1	2	3	4	5
26. Marking criteria should be connected with the aims of the assessment and the learner's characteristics in a given context.	1	2	3	4	5

27. Teachers should let students have detailed information about the marking criteria.	1	2	3	4	5
28. Teachers should mark the students' performance consistently.	1	2	3	4	5
29. Teachers should use the results of assessment for revising their teaching.	1	2	3	4	5
30. Teachers should not use the results of assessment negatively.	1	2	3	4	5
31. Teachers should make assessment a part of teaching and learning.	1	2	3	4	5
32. Teachers should share the findings of assessment with other teachers.	1	2	3	4	5
33. The overall feedback should enable students to know how to improve their work and take their learning forward.	1	2	3	4	5
34. The whole process of assessment should be consistent in terms of procedure and administration.	1	2	3	4	5
35. The process of assessment should be supported by the involvement of the parents.	1	2	3	4	5
36. Teachers should monitor the misuse of the overall consequences of the assessment as a tool of power.	1	2	3	4	5

STAGE 4: RECORDING AND DISSEMINATION

	<i>Strongly disagree</i>	<i>disagree</i>	<i>neutral</i>	<i>agree</i>	<i>Strongly agree</i>
37. Teachers should consider students' rights as assessment takers; they must never be harmed by the assessment.	1	2	3	4	5
38. Teachers should be aware of their responsibilities for the output of their professional work.	1	2	3	4	5
39. Local or nationwide report systems about the students' progress and achievement should be provided.	1	2	3	4	5
40. Schools should develop their own report system of students' progress and achievement.	1	2	3	4	5
41. Teachers should be involved in the development of the report system at all levels.	1	2	3	4	5
42. A formal review of a student's progress and achievement should be reported to the local education authority and the central government.	1	2	3	4	5

PART 4: The Convictions Which You Hold about the Fundamental Considerations of Classroom-Based Assessment

1. To what extent are you convinced that your assessment is valid? ***Please explain WHY, or list the reasons which support your opinion.***

Validity relates to 'how good is the assessment?', that is, whether the assessment (tasks): fulfils the purpose of the assessment, expects students' English language ability to be in line with the curriculum, tests students' English learning experience in

2. To what extent are you convinced that your assessment is reliable? ***Please explain WHY, or list the reasons which support your opinions.***

Reliability refers to the marking system and markers producing consistent results with regard to students' language proficiency and their ability in the assessment (tasks). In other words, it asks to what extent the teachers obtain consistent assessment results.

3. To what extent are you convinced that your assessment is fair and ethical? ***Please explain WHY, or list the reasons which support your opinions.***

Ethical issues are based on the idea of empowerment of learners. That is, they refer assessment activities that respect students' intentions, privacy, and their social and cultural backgrounds. It asks, 'do you agree that the students are active participants, not passive followers as test takers?'

APPENDIX-C: Questionnaire on Perceptions of Teacher Candidates on Classroom-Based Assessment of English as a Foreign Language

My Perceptions of Classroom-Based Assessment of English as a Foreign Language

In this questionnaire you will find a list of things that teachers might do when they carry out classroom-based assessment of English to obtain information about the students' progress or achievement in their schools. The aims of this questionnaire are to investigate your perceptions of classroom-based assessment of English as a foreign language.

This questionnaire consists of three parts.

Part 1. Personal information

Part 2. It asks you to describe your general perceptions of classroom-based assessment.

Part 3. It asks you to show what kinds of personal working principles you have with regard to English language assessment in the classroom.

Res. Assist. Eylem Perihan KİBAR

If you are happy to join the further investigations of this study, please let me know

your email address below:

Your E-mail: _____

Your Name: _____

Part 1: Personal Information

1. What is your gender?

Male () Female ()

2. What is your grade point average?

.....

PART 2: Your General Perceptions of Classroom-Based Assessment

Please write down your practice and opinions in as much detail as possible.

Please use more space than is given below if you need it.

1. Why do you carry out assessment in the classroom?

2. What, in your opinion, are the characteristics of classroom-based assessment?

Classroom-based assessment indicates teachers' formal assessment activities at a particular time of the semester to find out to what extent the students have made progress and have achieved what they are supposed to have during the semester based on the attainment targets of the curriculum.

PART 3-1: Your Working Principles of Classroom-Based Assessment

For each of the items please circle the score that best represents **your own working theory** of classroom-based assessment.

When you carry out assessments to assess students' progress or achievement, to what extent you BELIEVE it is part of your personal working theory of classroom-based assessment to:

STAGE 1: PLANNING

	Strongly disagree	disagree	neutral	agree	Strongly agree
1. Teachers should first identify the purpose of the assessment when they design the assessment.	1	2	3	4	5
2. Teachers should consider the attainment targets which the curriculum requests when they design the assessment.	1	2	3	4	5
3. Teachers should consider what their students' needs are when they design the assessment.	1	2	3	4	5
4. Teachers should balance the attainment targets with their students' needs when they design the assessment.	1	2	3	4	5
5. Teachers should use assessment specifications when they carry out the assessment.	1	2	3	4	5
6. Assessment (tasks) should be related to what students do in real class time.	1	2	3	4	5
7. Assessment (tasks) should be meaningful to the students.	1	2	3	4	5
8. Assessment (tasks) should be designed in such a way as to obtain information about what students know at that particular time.	1	2	3	4	5
9. Assessment (tasks) should be designed in such a way as to obtain information about what students can do at that particular time.	1	2	3	4	5
10. Assessment (tasks) should be designed in such a way as to obtain information about students' potential to use the language effectively.	1	2	3	4	5
11. The appropriateness of assessment (tasks) should be checked by calling for peer comment or with reference to published guidelines (if these are available).	1	2	3	4	5
12. Assessment should focus on students' progress and achievement rather than on comparisons between the students in the classroom.	1	2	3	4	5
13. Teachers should give the students advance notice, so that the students will be able to prepare for the assessment.	1	2	3	4	5
14. Teachers should receive advance 'informed consent' from the students or their parents with regard to carrying out the assessment.	1	2	3	4	5
15. Teachers should respect the privacy of the students and guarantee	1	2	3	4	5

confidentiality.					
16. Teachers should make sure that all students are given the same learning opportunities in their classrooms.	1	2	3	4	5
17. Teachers should make sure that assessment is not affected by students' personal characteristics such as gender, appearance, and economic and social background.	1	2	3	4	5

STAGE 2: IMPLEMENTATION

	<i>Strongly disagree</i>	<i>disagree</i>	<i>neutral</i>	<i>agree</i>	<i>Strongly agree</i>
18. Teachers should inform the students of the reasons why they are being assessed.	1	2	3	4	5
19. Teachers should explicitly instruct the students how to do the assessment (tasks).	1	2	3	4	5
20. Students should understand the desired outcome of the assessment (tasks).	1	2	3	4	5
21. Students should be supported when they have a problem hindering their completing the assessment (tasks).	1	2	3	4	5
22. Teachers should provide students with an opportunity to monitor their own work while they are performing the assessment (tasks).	1	2	3	4	5
23. Teachers should give students immediate feedback after they complete each assessment (task).	1	2	3	4	5
24. Assessment (tasks) processes should be completed within a manageable time considering the given context.	1	2	3	4	5

STAGE 3: MONITORING

	<i>Strongly disagree</i>	<i>disagree</i>	<i>neutral</i>	<i>agree</i>	<i>Strongly agree</i>
25. Teachers should construct a marking system as a part of the whole assessment process.	1	2	3	4	5
26. Marking criteria should be connected with the aims of the assessment and the learner's characteristics in a given context.	1	2	3	4	5
27. Teachers should let students have detailed information about the marking criteria.	1	2	3	4	5
28. Teachers should mark the students' performance consistently.	1	2	3	4	5
29. Teachers should use the results of assessment for revising their teaching.	1	2	3	4	5
30. Teachers should not use the results of assessment negatively.	1	2	3	4	5
31. Teachers should make assessment a part of teaching and learning.	1	2	3	4	5

32. Teachers should share the findings of assessment with other teachers.	1	2	3	4	5
33. The overall feedback should enable students to know how to improve their work and take their learning forward.	1	2	3	4	5
34. The whole process of assessment should be consistent in terms of procedure and administration.	1	2	3	4	5
35. The process of assessment should be supported by the involvement of the parents.	1	2	3	4	5
36. Teachers should monitor the misuse of the overall consequences of the assessment as a tool of power.	1	2	3	4	5

STAGE 4: RECORDING AND DISSEMINATION

	<i>Strongly disagree</i>	<i>disagree</i>	<i>neutral</i>	<i>agree</i>	<i>Strongly agree</i>
37. Teachers should consider students' rights as assessment takers; they must never be harmed by the assessment.	1	2	3	4	5
38. Teachers should be aware of their responsibilities for the output of their professional work.	1	2	3	4	5
39. Local or nationwide report systems about the students' progress and achievement should be provided.	1	2	3	4	5
40. Schools should develop their own report system of students' progress and achievement.	1	2	3	4	5
41. Teachers should be involved in the development of the report system at all levels.	1	2	3	4	5
42. A formal review of a student's progress and achievement should be reported to the local education authority and the central government.	1	2	3	4	5

APPENDIX-D: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

18 Aralık 2017

Sayı : 35853172/ 433-4242

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 01.12.2017 tarih ve 2459 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı tezli yüksek lisans programı öğrencilerinden Eylem Perihan KİBAR'ın Prof. Dr. İsmail Hakkı MİRİCİ danışmanlığında yürüttüğü "İngilizce Öğretmenleri ve Öğretmen Adaylarının Yabancı Dil İngilizce Derslerinde Ölçme Değerlendirmeye Yönelik Algıları/pre- service and In-service English Teachers' Perceptions of Testing and Assessment in EFL Classes" başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun 05 Aralık 2017 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Rahime M. NOHUTCU
Rektör a.
Rektör Yardımcısı

APPENDIX-E: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

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Eylem Perihan KIBAR

APPENDIX-F: Thesis Originality Report

03/07/2018

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Language Education

Thesis Title: Pre-Service and In-Service English Teachers' Perceptions of Testing and Assessment in EFL Classes

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I respectfully submit this for approval.

Name Lastname: Eylem Perihan KİBAR
Student No.: N15224667
Department: Foreign Language Education
Program: English Language Teaching
Status: ☒ Masters ☐ Ph.D. ☐ Integrated Ph.D.


Signature

ADVISOR APPROVAL


APPROVED
Faculty Member, PhD, Hatice ERGÜL
(Title, Name Lastname, Signature)

APPENDIX-G: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversite'ye verilen kullanım hakları dışındaki bütün fikrî mülkiyet haklarım bende kalacak, tezimin tamamının veya bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinleri yazılı izin alarak kullandığımı ve istenildiğinde suretlerini Üniversite'ye teslim etmeyi taahhüt ederim.

☐ **Tezimin/Raporumun tamamı dünya çapında erişime açılabilir ve bir kısmı veya tamamının fotokopisi alınabilir.**

(Bu seçenekle teziniz arama motorlarında indekslenebilecek, daha sonra tezinizin erişim statüsünün değiştirilmesini talep etseniz ve kütüphane bu talebinizi yerine getirirse bile, teziniz arama motorlarının ön belleklerinde kalmaya devam edebilecektir)

☒ **Tezimin/Raporumun 12/06/2019 tarihine kadar erişime açılmasını ve fotokopi alınmasını (İç Kapak, Özet, İçindekiler ve Kaynakça hariç) istemiyorum.**

(Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir, kaynak gösterilmek şartıyla bir kısmı veya tamamının fotokopisi alınabilir).

☐ **Tezimin/Raporumun tarihine kadar erişime açılmasını istemiyorum ancak kaynak gösterilmek şartıyla bir kısmı veya tamamının fotokopisinin alınmasını onaylıyorum.**

☐	Serbest	Seçenek/Yazarın	Seçimi:
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03/07/2018

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